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CONCORDIA COLLEGE RECORD

PUBLISHED QUARTERLY BY FACULTY OF
CONCORDIA COLLEGE
MOORHEAD :: MINNESOTA

CATALOG *for* 1921-1922

and ANNOUNCEMENTS
for 1922-1923

JUNE 1922 VOL. 26 NO. 4

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CONCORDIA COLLEGE RECORD

CONCORDIA COLLEGE CATALOG, 1921-1922

and

ANNOUNCEMENTS *for* 1922-1923

MOORHEAD, MINNESOTA

CALENDAR-1922

JANUARY.

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OCTOBER.

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1923

JANUARY.

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MARCH.

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COLLEGE CALENDAR

September 18	Monday. First Semester of the College Year 1922-1923 opens. Entrance Examinations. Registration.
September 19	Tuesday. Registration.
September 20	Wednesday. College Classes begin.
October 28	Saturday. Homecoming and Foundation Exercises.
October 29	Sunday. Anniversary Sermon.
October 31	Tuesday. Thirty-first Anniversary College Foundation.
November 30	Thursday. Thanksgiving Day. A Holiday.
December 21	Thursday 4:00 P. M. College closes for Christmas Recess.

Christmas Holidays

1923	
January 3	Wednesday, 7:45 A. M. Work Resumed.
January 29 to Feb. 3	Monday to Saturday. Midyear examinations and Registration for Second Semester.
February 5	Monday. Second Semester opens.
February 22	Thursday. Washington's Birthday. A Holiday.
March 30	Good Friday. A Holiday.
May 30	Wednesday. Memorial Day. A Holiday.
June 2 to June 7	Saturday to Friday. Final Examinations.
June 8	Friday, 10:00 A. M. Commencement.

CONCORDIA COLLEGE CORPORATION

(*Formerly Northwestern Lutheran College Association*)

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MR. L. CHRISTIANSON, *Secretary*, Fargo, North Dakota
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TERM EXPIRES JANUARY, 1924

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TERM EXPIRES JANUARY, 1925

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O. E. REIERSGORD, Ulen, Minnesota
S. O. WESTBERG, Moorhead, Minnesota

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L. CHRISTIANSON,
E. H. HOLTE,
C. G. DOSLAND,
J. A. AASGAARD

Board of Education

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DR. GEO. TORRISON, Chicago, Illinois
PROF. P. J. EIKELAND, Northfield, Minnesota

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J. TANNER, *Vice President*
J. H. HJELMSTAD, *Treasurer*
N. J. GOULD WICKEY, *Dean of Men*
GINA WANGSNESS, *Dean of Women*
MARTHA BRENNUN, *Registrar*
ALICE P. HANCOCK, *Librarian*
CARRIE EIDE, *Matron*
H. J. LARSON, *Engineer*
MARIE THOMPSON, *Nurse*

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President

Albert Aardal, A.B. (Wisconsin)
Physics

Lily Amundsen, Domestic Science Graduate
Domestic Science

C. E. Bale, A.M. (Iowa)
English

I. Dorrum, A.M. (Harvard)
Education, Norse

A. Fossum, Ph.D. (Johns Hopkins)
Hebrew, Classical Languages

Ruth Melgaard, A. B. (Wellesley)
French, Latin

H. C. Nordlie, A.M. (Wisconsin)
History

Nellie F. Pelton, A. M. (Johns Hopkins)
Public Speaking, English

A. M. Sattre, B.S. (St. Olaf), B.S.A. (North Dakota A. C.)
Biology

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Vice President, Religion

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Dean of Women, German

Paul Warttman, A. M. (Wisconsin)
Chemistry

Rev. N. J. Gould Wickey, A.M. (Harvard), B.D. (Gettysburg)
Dean of Men, Philosophy, Psychology

T. C. Wollan, B.S. (Minnesota)
Mathematics

Rudolf Lavik, A.B. (Concordia), B.P.E. (Springfield)
Physical Education

Hilda Loverud, A.B. (St. Olaf)
Physical Education

Martha Brennun, A.B. (Concordia)
Registrar, Norse

Ingvald Larson, A.B. (Concordia)
Manual Arts, Mechanical Drawing

Emma Norbryhn, A. B. (St. Olaf)
French, Latin

Clarissa Nelson
English

Reta Willsey, A.B. (St. Olaf)
History

Olga Wagnild, A.B. (Concordia)
Domestic Science, English

A. G. Mueller, Advanced Normal Graduate
Accountancy, Commercial Law

Gerd Tonjes, Treasurer
Shorthand, Typewriting

Mrs. J. H. Hjelmstad
Business English

Geo. W. Weiler
Piano

Lulla Glimme
Piano, Organ, Harmony

Agnes Skartvedt
Voice, Piano

Margaret Newton
Public School Music

Lucy Sheffield
Public School Drawing

A. O. Christenson
Chorus

GENERAL INFORMATION

Aim

CONCORDIA COLLEGE was established for the Christian education of young men and young women. The management believes in combining sound instruction in the principles of the Christian religion with all the secular branches in the various courses offered by the school.

On this basis and thru its several courses of study, the school aims to give the students a thoro and useful training for the duties of life.

History

The Northwestern Lutheran College Association, organized April 14, 1891, and incorporated July 8, the same year (name changed to Concordia College Corporation January, 1922) purchased the Bishop Whipple School, which a few years previously had been erected by the Episcopalians at a cost of $25,000. The new institution was named Concordia College, and began its work October 15, 1891. Amid fitting ceremonies it was formally dedicated to educational work on the 31st of October, 1891.

Concordia College had up to 1917 been conducted under the auspices of the United Lutheran Church. With the union of this church with the Norwegian Synod and the Hauge Synod of the Lutheran Church, it has been necessary to rearrange the relation of the different educational institutions to each other. As a result of this union in June, 1917, a committee on the educational institutions of the three uniting synods investigated the educational situation in the Northwest and recommended to the Park Region Luther College Corporation at Fergus Falls, Minn., and the Northwestern Lutheran College Association at Moorhead, Minn., conducting Concordia College, that the college department of Park Region Luther College be consolidated with Concordia College. In consideration of such consolidation, Concordia College should elect a number of heads of departments at Park Region Luther College to similar positions at Concordia College and also recognize in full all work done at Park Region Luther College and arrange courses in such a manner that students who had begun college work at Park Region Luther College could continue same without inconvenience at Concordia College. This recommendation has been adopted by the boards of both institutions, and in accordance with this the college work of both institutions has been continued at Concordia College, Moorhead, Minn., since 1917.

Buildings

The Main Building, 131 feet long and 75 feet wide, built of granite and pressed brick and trimmed with Bedford stone, contains class rooms to accommodate 400 students, biological, chemical and physical laboratories, offices for the President, the Treasurer, and the Registrar, and an auditorium with a seating capacity of 800.

The Ladies' Hall, 96 feet long and 36 feet wide, has a basement and three stories. It has dormitory rooms for 100 girls, rooms for the Dean of Women, laundry, and bath rooms.

The Library, 60 feet long and forty-seven feet wide, three stories in height, was erected as an addition to the south end of the Ladies' Hall. The three floors are used for library purposes.

The North Hall, a building with two stories and full basement, furnishes dormitory room for 35 girls and rooms for Domestic Science department.

One residence, which is used as a cottage for girls, accommodates about fifteen girls.

A Conservatory is used for studio and piano practice rooms.

The Men's Dormitory has two parts, each 78 feet long by 38 feet wide, and contains rooms to accommodate 142 students with two in each room. The dormitory is furnished with mattresses and single beds. A dining room in the basement provides tables for 350 students.

The Gymnasium, 90 feet long and 60 feet wide, is built of pressed brick and tile. The basement contains manual training rooms, shower baths, and lockers.

The Hospital has six wards. A competent nurse is placed in charge of this hospital, insuring proper care and comfort for the students during illness. The only expense to students is the amount charged by nurse and doctors.

These buildings are steam heated and electric lighted. Standpipes in the halls, connected with the city water works, furnish abundant water for washing and for protection against fire. The buildings are provided with fire escapes.

All water for the institution is supplied from first-class artesian wells.

Admission

Concordia College is a co-educational institution. Students may select any of the courses of study offered by the school, but are permitted to take only such work as they are prepared to do satisfactorily.

Examinations

Examinations are held at the end of each semester or when the subject is completed. The following marks will be given:

A—Excellent—100 to 93; B—Very Good—92 to 85; C—Good—84 to 76; D—Fair—75 to 70; E—Condition—69 to 65; F—Failure; I—Incomplete. A condition may be removed by examination at convenience of teacher before subject is offered again in class. Only one such examination is allowed. Under—65, F (failure). A failure must be taken over in class before student is admitted to advanced work in the same subject as that in which he failed.

Graduation

A student is entitled to graduate whenever he has passed a satisfactory examination in all the studies of the course pursued, and at the end of the year he receives a diploma as a certificate of graduation.

No student will be granted a certificate of graduation unless the usual literary requirements demanded by the faculty have been complied with, and his deportment at school has been of a satisfactory character.

Alpha Society

The Alpha Society is the scholastic honor organization of the college. Its membership is composed of A or Alpha students, based on the following condition: To become a member of the society a student must have earned at least 85% of the total number of possible honor points in his course by the end of the first semester of his junior year, or any time thereafter during the rest of his college course.

Discipline

The discipline of the school is founded on Christian principles, and intended to imbue the students with a Christian spirit and a proper self-respect. At the same time that full confidence is placed in the students, their habits and conduct receive careful attention.

Only such rules are imposed as experience teaches are necessary to prevent or correct improper conduct and neglect of duty.

The students are not permitted to use intoxicating liquors, to attend dances, to visit billiard rooms, pool rooms, or to leave the city without special permission.

The institution prohibits the use of tobacco on the part of the students, teachers, or employees on college campus or in college buildings.

Young men and women may not room at the same house.

Students are not permitted to room outside of the dormitories without special permission.

The young women are under the supervision of the Dean of Women. They must consult with her about choice of room and boarding place, and must not change them without permission. To be absent from their rooms in the evening, they must have the special permission of the Dean.

The young men are under the supervision of the Dean of Men. They must consult with him about the choice of room and boarding place, and must not change them without permission.

Devotional Exercises

Devotional exercises are conducted in the chapel every morning, except Sunday. The students are expected to be present.

Students are likewise expected to attend regularly public worship at their own church every Sunday morning.

Expenses

For instruction, board and room with heat and electric light:

	ROOM	BOARD	TUITION	TOTAL
Fall Term.....	$13.00	$65.00	$35.00	$113.00
Winter Term.....	13.00	65.00	35.00	113.00
Spring Term.....	9.00	40.00	15.00	64.00
Privilege Fee.....				10.00
For Instruction, Board and Room, per year..				$300.00

Where settlement for term is not made within 30 days five per cent additional will be added to term bills.

Each student will pay $10.00 at registration for students' privilege fee, which will admit to football, basketball, and baseball games at school, the regular entertainment course, band concert, and subscription to the college paper.

Those intending to enter the school must not come unless they are prepared to pay in advance for term. Settlement must be made at beginning of each term and no student will be permitted to enter classes until term bills are paid.

Students may deposit surplus money with the Treasurer for safe-keeping.

Students who board at the college during vacations will be charged at the rate of $1.00 a day for board.

For diplomas issued to graduates from the college department a fee of $7.50 will be charged. All other diplomas and certificates $5.00.

Price of Vocal and Instrumental Music instruction will be found on page 50.

Special Fees

All students will be required to pay a deposit fee of $3.00 as caution money towards paying for damage or breakage of property. This money, less any sum that may have been charged for breakage, will be refunded when student leaves.

Laboratory fees for chemistry, physics, biology, domestic science, and manual training, will be $5.00 for the first year college courses, and $7.50 per semester for the sophomore year in the College Department, except in manual training and domestic science, where fees will be the same for advanced courses. Commercial fees are $5.00 per term. Breakage deposit $3.00 for all laboratory courses, the unused portion of which will be refunded at the end of the year.

Laboratory fees in academy $5.00 a year.

In advanced science courses fees will be charged according to market conditions of laboratory supplies.

For examination in high school subjects to be applied as college credits, $2.50.

For examinations in subjects not taken in class, $2.50.

For other special examinations including those for the removal of conditions, $1.00.

In every case the student must present a receipt from the Treasurer's office in order to be admitted to the examination.

No fee for entrance examinations or examinations for advanced credits, if taken within six weeks after first entering college.

High School Scholarships

Concordia College offers a scholarship of $50 each to the two members of the graduating class of any high school or academy who have attained the highest record in scholarship at their school. This scholarship is good for the ensuing year toward payment of tuition, provided holder maintains an average of C during Freshman year. Scholarship cards are sent to superintendents and principals of the different high schools and academies in the Northwest for distribution to such as are entitled to receive them.

Latin Scholarships

Scholarships open to the student in high school who receives the highest average in three or more years of Latin provided such average grade is above 90 and that said student continues the study of Latin for three years in college or takes Greek for three years.

STUDENTS' ORGANIZATIONS

Religious

ON Thursday evenings, a devotional meeting with Bible reading is conducted by the men and on Wednesday evenings by the women of the school.

Literary

The Mondamin, a debating and literary society consisting of college men, holds weekly meetings.

Alpha Epsilon Sigma, a literary society of college men, meets weekly.

Alpha Kappa Chi, a literary society consisting of college women.

Lambda Delta Sigma, a literary society for college women.

La Societe Francaise. This society exists for the purpose of cultivating an interest in the French language and literature, and to become acquainted with the current events of France. Only students who have pursued the study of French for three years are eligible to membership. French is used exclusively during the sessions of the society.

Studenter Samfundet, a literary society, is conducted in Norwegian language and meets bi-weekly.

The Concordian

The Concordian is published bi-weekly by the students during the school year. Price, one dollar annually.

The Scout

The Scout is the college annual published triennially by the Junior Class.

Debating

The chief literary interests of the College center in the intercollegiate debates which are held annually. By competitive tryouts the most effective debaters are chosen to represent the College. Students participating in intercollegiate debates are awarded letters by the Literary Board. Inter-society debates are also held annually.

Musical

The Concordia College Band, organized in 1899, has developed into a concert band of forty pieces with new instruments and

new uniforms. It has made several concert tours and each year gives a series of public concerts in the city. The band plays in the low pitch, and all prospective bandmen should provide themselves with standard make, low pitch instruments. The second band gives beginners an opportunity to train for membership in the first band.

The Concordia Choir is an *a cappella*, vested choir of forty members, singing songs varying from Bach, Grieg, and Mendelssohn to our modern composers. Any student in the academy or the college is eligible for membership upon recommendation of the director.

Athletics

Athletics at Concordia are carefully supervised, and conducted as means to an end rather than as an end in themselves. A high grade of scholarship is required of contestants in intercollegiate games. Representative teams in football, basketball, and baseball, both for the college and academy departments, are supported by the Athletic Association. Concordia is a member of the Minnesota Intercollegiate Athletic Conference including St. Olaf, Hamline, Carleton, St. Thomas, Macalester, Gustavus Adolphus, and St. John.

Concordia Historical Society

This organization is composed of students doing advanced work in history courses. At the present the society is collecting the war records of former Concordia students.

Scientific Club

Membership in this organization open to Science students. The past year the club has installed a wireless receiving and sending set at the college.

MISCELLANEOUS

Legacies

Concordia College received from the estate of Mr. Harold Thorson, the sum of $25,000 which he willed to the institution.

Mr. Engel Ellison of Minot, N. Dak., also remembered the institution in his will to the amount of $5,000.

Legacies should be made payable to "The Concordia College Corporation," Moorhead, Minnesota.

Dr. O. J. Hagen Prize

Dr. O. J. Hagen gives a prize of $25 each to the member of the graduating class in the college and academy who has received the highest average in scholarship for the entire course. This is open only to students who have spent at least three years either in the academy or college.

Students' Gifts

Each member of each graduating class of the college department, beginning with 1917, has pledged $10.00 annually to the college library. The class of 1919 made their pledge $1,000 in ten annual installments, and the class of 1921 pledged $2,500 in ten annual installments. The class of 1922 has pledged 3,000.00.

The Academy Seniors of 1917 gave a Reading Desk valued at $75.00 for the Chapel.

The Academy Seniors of 1918 presented the College with $60 for a flag pole.

The Academy class of 1919 has donated three art glass windows for the chapel.

The Academy Class of 1920 gave the college the sum of $60 for one art glass window in the chapel.

The Academy classes of 1921 and 1922 have purchased the velvet curtains for the auditorium stage.

In 1918 the students subscribed $1,300.00 in Thrift Stamp pledges for the library.

In 1921 the student body pledged to pay the salary of Miss Sofie Malmin, '20, a teacher in the American High School, China, as their representative on the foreign mission field.

Woman's League

This organization composed of the women teachers and professors' wives are raising a Student's Loan Fund. Over One Thousand Dollars was raised this year and loaned to students.

ADDITIONAL INFORMATION

Boarding

THE school is provided with excellent facilities for boarding. The dining hall seats 350. The boarding department is under the direct management of the school. Groceries and provisions are bought in large quantities at low prices, making it possible to give good board at a reasonable rate. *Students are expected to board and room at the college unless permission to do otherwise is obtained from the president.*

Notice

The school furnishes mattresses, chairs, tables, electric light, and heat. The student furnishes his own bedclothes and towels.

Students arriving at Moorhead should go directly to the school. They may leave their checks for baggage, which the school will order to be taken to their rooms. Those who arrive at Fargo should take the street car to the corner of Fifth avenue and Seventh street south, Moorhead. From this point the college buildings are only three blocks south.

Students who have standings from other schools should present them at the time of registration in order to receive due credit for all branches completed elsewhere.

Students should bring with them whatever text books and standard reference works they may have on the subjects they are to pursue at school.

Text books and school supplies of all kinds may be obtained at the college.

No electric iron, nor any appliance that uses electricity, or electric lamps not furnished by the dormitories may be used.

All catalog information is subject to change at the discretion of the management.

Registration

Students must register on the day, or days, announced for registration. Those registering later are required to pay an additional registration fee of $1.00.

Registration is not completed until the student has settled with the Treasurer. Until that time he is not entitled to membership in any class, or to any individual lessons.

After registration is completed no change can be made except with the permission of the Registrar. Such permission will be given for valid reasons, but no course can be dropped in which the student is below passing grade.

Advanced Credits

High School standings to apply for college credit will only be accepted in excess of 18 High School units. To make such credit effective students must pass examination in such subject before credit will be given.

THE COLLEGE

THE work of this course is designed to prepare for the professional schools, such as law, medicine, and theology, and leads to the degree of Bachelor of Arts and for the teaching profession. Such degree will be conferred only when the applicant has the required number of credits.

Requirements for Admission

For admission to the freshman class fifteen credits are required. These may be distributed as follows:

I. Required of all students:

a. English, three credits, including rhetoric, literature, composition.

b. Mathematics, two credits, including elementary algebra, plane geometry.

II. Elective.

Enough credits to make up the remainder of the required fifteen may be chosen from the following studies:

Higher algebra (½ credit), botany (½), chemistry (1), civics (½), English literature (1), German (2), Greek (2), history (2), Latin (4), Norwegian (3), physics (1), physiology (½), political economy (½), physiography (½), solid geometry (½), trigonometry (½), zoology (½). For additional credits see page 31.

Requirements for Graduation

The degree of Bachelor of Arts will be conferred upon the student who fulfills the conditions as to amount, distribution, and grade of work stated below.

I. Amount of work.

1. The student must earn 128 credits, in addition to eight credits in Physical Education. A credit is defined as three hours of work in recitation and preparation per week pursued for one semester. Three years' work in Physical Education is required of all graduates.

2. Credit is given for work satisfactorily completed in courses taken in summer sessions given at standard colleges and universities in the same ratio as for work done the rest of the year; i. e., a five hour course for six weeks yields two hours of credit; a five hour course for five weeks would give 1.6 credit. Courses which meet less frequently offer credit in the same proportion.

The above rule is standard evaluation used at most universities and colleges.

3. No student will receive credit for the first year of any foreign language except Hebrew, unless at least a second year is taken.

4. All candidates for graduation, must complete at least four years of one foreign language in High School and college taken together.

II. Distribution of work.

1. Junior College Courses (Freshman and Sophomore) are grouped as follows:

Group A—Religion
Group B—English, Rhetoric
Group C—Foreign languages: Latin, Greek, Norwegian, French, German
Group D—Natural Sciences: Biology, Chemistry, Physics
Group E—Mathematics, History and Social Science, Psychology. Domestic Science, Manual Arts

Required of all students in Junior College:

Group A— 8 credits
Group B—12 credits
Group C—12 credits
Group D— 6 credits
Group E—No requirement

The student must earn a total of 60 credits and 60 honor points.

2. Senior College Courses (Junior and Senior). The student must complete one major and one minor. A major is not less than eighteen units in one department, while a minor is not less than twelve units in one department of junior and senior rank. Major sequences are offered by the following departments:

English, Latin, Greek, Modern Languages, Religion, Education-Psychology, Natural Sciences, Mathematics, Domestic Science, Music, Social Science (History, Economics, Sociology).

The student must earn a total of 60 credits and 60 honor points.

The work in the Senior College must include at least 45 credits in Senior College courses and six credits in Religion.

3. The student must consult the president about his choice of major and minor before the end of the sophomore year. At no time shall the choice of a major be changed except by a vote of the faculty on a direct recommendation of the department in which the major has been chosen.

III. Grade of work.

Requirements for graduation are expressed in credits indicating amount of work, and in honor points indicating grade of work. Each credit demands on the average three hours a week of a student's time; that is, one recitation with two hours of preparation or three hours of laboratory work.

Honor points are computed as follows:
Each credit with a grade of A carries three honor points.
Each credit with a grade of B carries two honor points.
Each credit with a grade of C carries one honor point.

For graduation, the student must earn 120 hours of credit and 120 honor points to be granted the degree of Bachelor of Arts. To secure the degree of Bachelor of Arts with distinction (cum laude), he must earn 120 hours of credit and 260 honor points. To secure the degree of Bachelor of Arts with high distinction (magna cum laude) is required 120 hours of credit and 300 honor points, Bachelor of Arts with highest distinction (summa cum laude), 120 hours of credit and 330 honor points.

Recommended Courses

It is sometimes difficult for a student by looking thru the catalog to select the proper course that leads towards certain professions. After careful consideration, the faculty recommends the following grouping of subjects in the different lines mentioned. While it is not compulsory for a student to select such subjects for courses, it will be to his advantage to do so. The number of credits that ought to be earned in each subject is also given. In addition to the subjects given, a student must select enough subjects to make the 128 units required for graduation.

Theology

Religion 18
Latin 6
Greek 12
Hebrew 6
English 18
Mod. Lang. 24
History 12
Science 6
Psychology 6
Education 6
Ethics 6

Teaching

English 12
Mod. Lang. 12
Science 12
Psychology 6
Education 6
Practice Tch. 3
History 6
Major &
Minor for
Jr. & Sr. Yrs.

Medicine

Biology 18
Chemistry 18
Psychology 6
English 12
Mod. Lang. 12
Physics 6
Economics 6

Law

English 18
History 12
Economics 6
Psychology 6
Latin 6
Mod. Lang. 12
Math. 6
Science 12

Business Administration

Accounting 12
Business
Administration
& Operation 12
Economics 12
Money & Bk. 3
Com. Law 6
English 12
History 6
Mod. Lang. 12
Math. 12
Physics 6

Engineering

Chemistry 12
Physics 12
Math. 18
English 12
Mod. Lang. 12

Household Science

Biology 9
Chemistry 9
English 12
Economics 6
Dom. Science 30
Psychology 6
Education 9

Social Service

Economics 12
History 12
English 12
Mod. Lang. 12
Psychology 6
Biology &
Sanitation 12

Bachelor of Music

Hist. of Music 6
Harmony 9
Counterpoint 6
Adv. Hist. of Music 6
Musical Analysis 6
Composition 12
Instrumentation 6
Piano Voice 16
Canon & Fugue 3
Orchestration 6
English 12
Physics 6
Mod. Lang. 12

COURSES OF STUDY

Biology

1-2. *Animal Biology.* Six credits. Deals with fundamental biological principles. Although the study considers the modes of life, life processes, inter-relations, development, distribution and classification of animals, in many cases the principles involved are identical, or very similar, in both plants and animals. For this reason, those who do not wish to follow out the study of the various zoological subjects, may take this course and thus obtain some general knowledge of the fundamental principles relating to living things. It is presented as a foundation for the advanced courses in zoology. Recitations, three hours; laboratory, four hours. Offered each year.

3-4. *General Botany.* Six credits. A study of the plant organs and tissues and a survey of the morphology, physiology and ecology of the chief plant groups. Recitation, two hours; laboratory, four hours. Offered 1923-24.

5. *Human Physiology.* Three credits. Deals with the structure and functions of the human body. Recitations, two hours; laboratory, four hours. Offered 1922-23.

6. *Microbiology.* Three credits. A study of the morphological characters, physiology, classification, and distribution of bacteria, yeasts and molds, as well as their relation to man. Recitations, two hours; laboratory, four hours. Offered 1922-23.

7-8 General Zoology. Six credits. A survey of the animal kingdom emphasizing the principle of structure, physiology, embryology, and classification. Representative members of the various groups are made the basis for laboratory study. Two recitations and two double periods of laboratory work per week. Prerequisite 1-2. Offered 1922-23.

9. *Comparative Anatomy.* Three credits. A course in which the shark, necturus, frog, pigeon and cat are studied on a comparative basis. Prerequisite, 1-2.

10. *Histology.* Three credits. A practical course in the methods of microscopical technique and the study of the structure of the cell and animal tissues. Prerequisite, 1, 2. Recitations, one hour; laboratory, six hours. Offered 1923-24.

11-12. *Embryology.* Six credits. A study of the development of invertebrate and vertebrate animals. Prerequisite, 1, 2, with 7-8 or 9-10. Recitations, two hours; laboratory, four hours. Offered 1922-23.

13-14. *Genetics and Eugenics.* Six credits. Facts and theories of heredity with special emphasis on the phases pertaining to human welfare. Prerequisites, 1, 2. 8, 9, 10. Recitations, three hours; laboratory work, a small amount. Offered 1923-24.

15-16. *Teachers' Course in Biology.* Three credits. A practical and theoretical course designed to aid those who contemplate teaching the biological sciences. Open to seniors. Prerequisite. twelve hours credit in biology. Recitations, one hour, with a small amount of laboratory. Offered each year.

Chemistry

1-2. *General Chemistry and Qualitative Analysis.* Six credits. A year course designed to give a knowledge of the fundamental principles and

theories of chemistry, the physical and chemical properties of acids, metals, and compounds, sources of supply and methods of preparation. The latter part of the course is devoted to the study of the characteristic reactions of the elements and the theory and practice of their identification. Analysis is made of a number of compounds and mixtures. Three recitations and two double laboratory periods are required. Texts used: Alex. Smith's General Chemistry for Colleges and Baskerville and Curtman's Qualitative Analysis.

3-4. *Quantitative Analysis.* Six credits. A study of the processes of gravimetric and volumetric analysis. In addition to familiarizing the student with the methods of quantitative analysis, this course trains him to skill and accuracy in the performance of laboratory work. Prerequisite, courses 1 and 2.

5-6. *General Organic Chemistry.* Six credits. Lectures, recitations, and laboratory work. A general study of the compounds of carbon showing the relations between the different classes of compounds and their structural formulae. The laboratory work includes the preparation, purification, and identification of typical organic compounds. Prerequisite, courses 1 and 2.

7-8. *Advanced Inorganic Chemistry.* Six credits. Lectures, recitations and reading in the literature of chemistry. An advanced course in the chemistry of the elements, their relationships and classification. Systematic use of the literature of chemistry will be required. The chemistry of the rarer elements will be considered briefly. Reference texts used, Roscoe and Schlorlemmer, Partington, Freund, etc.

9. *Advanced Qualitative Analysis.* Credits as arranged. A laboratory course with conferences. The analysis of typical alloys and compounds containing interfering substances. This course is recommended for students majoring in chemistry. Prerequisite, Chemistry 1-2.

10 *Household and food Chemistry.* Three credits. A course designed to apply chemical principles to the household, and to study the common food products, giving particular attention to the detection of the common adulterants. A short course of lectures is given. Prerequisite, Chem. 1-2.

11-12. *Teachers' course.* Three credits. A course designed for those who intend to teach chemistry.

The Classics

A. Greek

1-2. *Beginners' Course.* Six credits. A beginners' book completed. The study of forms and elementary syntax.

3-4. *Second Year's Course.* Six Credits. The reading of several books of the Anabasis. Composition and the study of syntax.

5-6. *Greek Prose Writers.* Six credits. Selections from at least two of the following authors: Plato, Lucian, and Lysias. Composition.

7-8. *Homer.* Six credits. Either the Iliad or the Odyssey is taken up. An effort is made to read as much as possible of the text and to give the student an understanding of the poem as a whole.

9-10. *Greek Drama.* Six credits. Plays by all the great dramatists. The development of Greek tragedy.

11-12. *Plato.* Six credits. The reading of several dialogues and the study, by means of collateral reading and lectures, of the philosophy of Plato.

13-14. *Greek Historians.* Six credits. Greek history in the fifth century B. C. Selections from Herodotus and Thucydides and more detailed study of the problems involved in the parts thus taken up.

B. Latin

1-2. Six credits. The aim of this course is to give a thorough drilling in grammar. A few selections from Caesar are read. Given four hours a week.

3-4. *Caesar's Gallic Wars, Books I to IV.* Six credits. Open to students who have completed one year of Latin.

5-6. Six credits. Selections from Latin authors are read, including extracts from Cicero, Livy, Virgil, Pliny, and Ovid. Composition. Open to students who have completed two years of Latin study.

7-8. *Livy.* Six credits. The greater part of two books is read. Weekly compositions.

9. *Tacitus.* Three credits. The Agricola and Germania.

10. *Horace.* Three credits. Selections from the odes and epodes.

11. *Horace.* Three credits. Satires and Epistles.

12. *Latin Comedy.* Three credits. Plays both by Plautus and Terence are studied.

13. *Tacitus.* Three credits. Two or three books of the Annals. The life of Tiberius.

14-15. *Literature of the Roman Empire.* Six credits. The aim of this course is to secure an acquaintance with many representative authors of the Roman Empire, and to show the interest and value of the "Silver Latinity" and the writers of the later Imperial Period. The readings, which include both poetry and prose, will include selections from Velleius, Paterculus, Seneca, Quintilian, Tacitus, Martial, Apuleius, Claudian, Boethius, and other authors. The course includes also a comprehensive study of various aspects of society in the time of the Empire. Three hours a week for a year.

16. *Composition and Rapid Reading.* Six credits. The writing of prose, the study of syntax and style, and the rapid reading of some easy Latin prose.

17. *Latin Literature.* Three credits. A brief review of the history of literature with selections chiefly from authors otherwise not known to the student.

18. *Teachers' Course.* Three credits. The objects and methods of high school Latin.

Domestic Science

1-2. *Preparation of Food.* Six credits. Study of foods. Cooking. Value of foods. Lectures and in addition quizzes and reports. Three double periods each week.

3-4. *Sewing.* Six credits. Plain and fancy sewing. Cutting, fitting, and drafting. Three double periods each week.

5-6. *Foods and Cookery.* Four credits. An advanced course in Foods. Prerequisite 1-2. Two double periods a week.

7-8. *Clothing Work.* Four credits. Dressmaking, Clothing Construction and Designing. Prerequisite 3-4. Two double periods a week.

9. *Study of Food Values.* Three credits. Adulteration and pure food laws.

10. *Textiles.* Study of textiles. Three credits.

11-12. *Dietetics and Home Nursing.* Six credits. Preparation of Food for Sick and Hospital Dietetics. Second semester, Nursing and Care of Sick in the Home.

13. *Teachers' Course.* Three credits. The organization and teaching of domestic science with practice teaching.

14-16. *Courses in Chemistry, Food Analysis, Bacteriology, and Social Sciences.*

Economics

1. *Principles of Economics.* Three credits. The principles of production, exchange and distribution, monopoly, money and banking, international trade, labor and capital, transportation, insurance and socialism. Given annually first semester. Not open to Freshmen. Three hours per week.

2. *Business Organization and Combination.* Two credits. Partnerships, pools, trusts, corporations, holding companies, mergers, promotion and underwriting, reorganizations and receiverships, securities, investment, the work of Wall Street, legislative and administrative control. Prerequisite: Course 1. Given second semester in odd number years. Two hours per week.

3. *Labor Problems.* Two credits. Organization, government, policies, and weapons of organized labor, wages, unemployment, education, child, woman, and prison labor, immigration, the sweated industries. Protective legislation. Prerequisite: Course 1. Given second semester in even number years. Two hours per week.

Education

1. *History of Education.* Three credits. A survey of the educational theories and practices of the Greeks, Romans, and the Middle Ages, with a more detailed study of the subject from the Renaissance to the present time. Sophomores or Juniors.

2. *Education in the United States.* Three credits. An historical survey of the educational evolution in the United States with special reference to recent developments. Sophomores or Juniors.

3. *Principles of Teaching.* Three credits. A treatment of educational aims and means, general methods and principles. The foundations of educational theory viewed in the light of contemporary thought. More particularly for those who expect to teach in high schools. Text-book, reports, and discussions. Juniors or Seniors.

4. *Educational Psychology.* Three credits. A course of lectures, demonstrations, and reports, dealing with the applications of psychology to educational problems. Juniors or Seniors.

5. *Secondary Education.* Three credits. Secondary education in the United States, with references to the secondary schools of other countries. The development and function of the high school, its curriculum and present-day problems. Based in part on such works as Brown's The American High School, Johnston's The Modern High School, and Judd's The Psychology of High School Subjects. Juniors or Seniors.

6. *Classroom Management.* Three credits. A detailed study of the daily practical problems of the school room, both in discipline and instruction. Classroom observation and practice. Juniors or Seniors.

7. *School Organization.* Three credits. Current problems in school organization and administration. Attention paid to school buildings and school hygiene. The work based in part on such texts as Dutton and Snedden's Administration of Public Education in the United States, Hallister's High School Administration, Dresslar's School Hygiene. Reports, and discussion of practical problems. Seniors.

8. *Educational Sociology.* Three credits. Social ends in educational; the school as a community factor; the relation of the school to social problems. Juniors or Seniors.

9. *Practice Teaching.* Three credits. Observation and practice; teaching under supervision, mainly in connection with the Preparatory Department. Seniors.

10. *Teachers' Course in History.* Three credits. Senior elective.

11. *Teachers' Course in English.* Three credits. Senior elective. English 17.

12. *The Teaching of Secondary Mathematics.* Three credits. Senior elective. Mathematics 10.

13. *Teachers' Course in Chemistry.* Three credits. Senior elective. Chemistry 14.

14. *Teachers' Course in Biology.* Three credits. Senior elective. Biology 11-12.

15. *Teachers' Course in Domestic Science.* Three credits. Senior elective. Domestic Science 8.

16. *Teachers' Course in Latin.* Three credits. Senior elective. Latin 13.

17. *Teachers' Course in Norwegian.* Three credits. Junior or Senior elective. Norwegian 8.

English

Courses 1-2 and 3-4 are required of Freshmen and Sophomores respectively. Eighteen to twenty-four credits in courses of Senior-Junior grade constitute a major and twelve credits a minor.

1. *English Composition.* Three credits. Practice in English Composition based on the study of the principles of paragraphing, sentence structure, and logical outline. The study of exposition, narration and description.

2. *English Composition.* Three credits. The composition work of the second semester is based upon specimens and selections from American Literature. Frequent written reports, discussions of literary movements, study of style and American literary characteristics constitute the work of the course.

3-4. *History of English Literature.* Six credits. Study of the principal authors and types of literature in historical sequence to the close of the eighteenth century. Much attention is paid to the social, intellectual, and religious background of each period, and effort is made to discover the streams of culture in England through the study of representative selections from the various periods.

5. *The Romantic Revival.* Three credits. Survey of the beginnings of romanticism in the eighteenth century as a background for the study of English poetry and literary criticism of the nineteenth century. Extensive reading in the poetry of Wordsworth, Shelley, Keats and Byron is required. Offered 1922-23.

6. *Victorian Prose and Poetry.* Three credits. This course continues the survey of English prose and poetry of the nineteenth century, begun in course five, to the end of the century. As extensive reading as possible is required to make clear the several trends of thought and of literary art which find expression in the literature of the period. Offered in 1922-23.

7. *Chaucer.* Three credits The Prologue to *The Canterbury Tales* is studied somewhat intensively as an introduction to the language, and for the picture which it provides of the various classes in medieval England. Several of the tales and minor poems are read as representative of various types of medieval literature and considered in relation to their sources and to the models which Chaucer had before his mind. The aim of the course is to introduce the student to the spirit and conventions of medieval literature as well as to the England of the fourteenth century. Given in 1921-22 and in alternate years.

8. *Shakespeare's Tragedies.* Three credits. Survey of the rise of English tragedy. Study of the tragedies from *Julius Caesar* to *Coriolanus*, with others assigned for collateral reading. Attention paid to methods of dating plays, their sources, and various interpretations placed upon them. Shakespeare's relation to the literary conventions of his time and the ideals and

interests of the Renaissance reflected in his work receive consideration. Given in 1921-22 and in alternate years.

9. *Middle English Literature.* Three credits. A study of the state of literature in England in the period from the Norman Conquest to the fifteenth century, exclusive of the work of Chaucer. The various types of medieval literature, ecclesiastical, popular, and courtly, receive attention but most of the time is devoted to the cycles of romance. The reading is done mostly in modernized versions. Offered in 1922-23.

10. *Sixteenth Century Literature.* Three Credits. Medieval, classic, and Italian elements in the literature of the sixteenth cenury. The revival of learning, the Reformation and the national awakening are considered in their effect on English prose and verse. The aim is to acquaint the student with the England of Spenser and Shakespeare. Offered in 1922-23.

11. *Spenser and Milton.* Three credits. Books I, II and V of the *Fairie Queene* are studied carefully. Medieval, classic and Renaissance elements are noted. Milton's *Paradise Lost* is read in its entirety, and parts of his prose that are of value in interpreting his work. Given in 1921-22.

12. *Tennyson and Browning.* Three Credits. Study of selected major and minor poems including *In Memoriam, The Idylls of the King, Pippa Passes* and *The Ring and the Book.* Offered in 1922-23.

14. *American Literature.* Three credits. Study of American Literature during the nineteenth century with chief attention to the New England group and the Transcendental movement. The relation to European thought and literary development is kept in view as well as tendencies and characteristics peculiar to America. Some attention is paid to the rise and progress of American literary scholarship. Given 1921-22.

15-16. *Old English.* Six credits. The course is designed to meet the needs of students who intend to specialize in English or who desire an understanding of the development of the English language. Study of grammar, easy prose and poetry and as much of *Beowulf* as can be read in the second semester. Offered in 1922-23.

17. *Teachers' Course.* Three credits. A study of the aims, values, materials and methods of teaching English in high schools. A part of the time is devoted to a survey of the development of the English language and to consideration of problems in modern English grammar from the historical point of view. Practice in reading themes and in teaching forms part of the course. Required of Seniors who expect to teach in high schools. Given annually.

French

1-2. *Beginners' French Course.* Six credits. Pronunciation, grammar, oral and written exercises daily; some practice in speaking. The aim of the first year is to master the forms and the elements of the language; translation of easy prose toward the end of the year.

3-4. *Intermediate Course.* Six credits. Study of easy prose to acquire grammar and obtain a reading vocabulary; oral and written exercises with each lesson; memorizing and practice in speaking; compositions once a week.

5-6. *Survey Course in French Literature.* Six credits. *Histoire de la Litterature Francaise* by Abry-Audic et Crouzet is used and representative authors of the last three centuries read. Discussions and reports.

7-8. *Seventeenth Century Literature.* Six credits. The salons and the academie; the drama in the hands of Corneille, Racine and Moliere; special study of Moliere, many of the plays read in class and by assignment. The prose of La Rochefoucauld and Pascal.

9-10. *Nineteenth Century Literature.* Six credits. Romanticism and

realism are studied in its various phases. Some works are read in class, others are read by assignments and discussed in reports. This course is in French.

11-12. *Sixteenth Century Literature.* Six credits. The Renaissance in France; characteristic writers, as Marot, Rabelais, Ronsard and Montaigne, are read and studied in the light of modern criticism; reports based on modern works dealing with this period are discussed. This course is in French.

German

1-2. *German Grammar* used throughout the year. Six credits. Stress laid on reading. Composition work. One classic read. Offered to high school graduates who have not had German.

3-4. *Prose and Poetry.* Six credits. Review of Grammar. Oral and written work.

5-6. *German Drama.* Six credits. Special study of Schiller's plays.

7. *Goethe.* Three credits. Study of Goethe's plays with special stress on Faust, Part I. Oral and written reports.

8. *Survey.* Three credits. An outline history of literature from the classical period to modern times, with special stress on the Romantic movement. Three hours per week.

9-10. *Scientific German.* Four credits. A course especially planned for pre-medic students, the aim being to master the scientific vocabulary. Open to those who have had German 1 or 1-2.

Hebrew

1-2. Six credits. Hebrew Grammar and first chapters of Genesis.

History

1-2. *History of Western Europe from the Teutonic invasion to the present time.* Six credits. This is an introductory course to college study of History, and emphasis is put upon method of study as well as on subject matter. The course is required of all those who take any college History and is intended for Freshmen. No credit given for a single term. Thruout the year, three hours per week.

3-4. *American History 1492 to 1917.* Six credits. A rapid survey which aims not only at understanding the great movements in American History, but also at becoming acquainted with the best in American Historical Literature. May be taken by semesters. Not open to Freshmen. Thruout the year, three hours per week.

5. *History of England.* Two credits. Certain periods are chosen for intensive study. Prerequisite: Courses 1, 2. Given in first semester, odd number years. Two hours per week.

6. *The Reformation in Germany.* Two credits. A Study of Luther's Life and Work. Prerequisite: Courses 1, 2. Given second semester, odd number years. Two hours per week.

7. *History of Norway.* Two credits. Certain periods studied intensively. Prerequisite: Courses 1, 2. Given first semester, even number years. Two hours per week.

8. *History of the growth of Democracy in Europe, 1789—1820.* Two credits. A study of the rise of constitutions, Parliamentary government, ministerial responsibility, extension of franchise, and municipal reform. Open to Juniors and Seniors who have had Courses 1, 2. Given second semester in even number years. Two hours per week.

9. *History of the Westward Movement in American History.* Two credits. Prerequisite: Courses 3, 4. Given first semester in even number years. Two hours per week.

10. *World Politics and Problems in the 20th Century.* Two credits. A study of international diplomacy before, and reconstruction after the Great War. Open to Juniors and Seniors who have had Courses 1, 2. Given second semester in odd number years. Two hours per week.

11. *History of American Diplomacy.* Two credits. A study of the United States in its international relations. Prerequisite: Courses 3, 4 Given first semester in odd number years. Two hours per week.

12. *American History from the end of reconstruction to the present time.* Two credits. Prerequisites: Courses 3, 4. Given second semester in even number years. Two hours per week.

13. *French Revolution and Napoleon.* Two credits. Prerequisite Courses 1-2. First semester odd number years.

14. *The United States in the World War.* Two credits. Prerequisite: Courses 3, 4. Given second semester in odd number years. Two hours per week.

15-16. *Thesis Course.* Two credits. This course is intended especially for such as expect to do graduate work in history or economics. The methods and problems of research work are studied and a thesis is written based on original research. Open only to Seniors. Given annually, one hour per week thruout the year.

Manual Arts and Drawing

1-2. *Advanced Furniture Making.* Six credits. This course involves more difficult operations and problems in furniture making. Working drawings must be submitted and mill bills made out. Factory methods are employed by using jigs and machinery as much as possible. Time: Three double periods a week. (1) Review of tool processes. (2) Mill work and care of woodworking machinery. (3) Study of different types of construction as related to furniture making. (4) Principles of design, constructive and ornamental. (5) Selection of problem; suggested projects: Table, Morris chair, Roman seat, writing desk, red cedar chest, buffet, etc. (6) Analysis of one of the above projects as to construction and design. (7) Finished product.

3-4. *Elements of Drawing.* Six credits. Third angle projection; lettering, tracing, blue printing; working drawings.

5-6. *Architectural Drafting.* Four credits. This course will be given two double periods a week thruout the school year. (1) History of architecture. (2) Study of the orders. (3) Methods of drafting for different types of buildings. (4) Study of stone and brick construction. (5) Suggested problems; public library, high school building. (6) Plans and elevations. (7) Specifications and cost of building drawn.

7. *Descriptive Geometry.* Three credits.

8. *Organization and Teaching of Manual Arts.* Three credits. This course includes shop planning, organization of courses and practice teaching.

Mathematics

A. *Higher Algebra.* Three credits. The course begins with a brief review of the fundamental operation of elementary algebra. Emphasis is laid particularly on factoring, fractional expressions, the finding of the roots of simple equations, both linear and quadratic, the graphical interpretation of equations, and the theory of exponents. Other topics such as the binominal

theorem, series including arithmetic and geometrical progression and logarithms are studied.

This course may not be counted towards a major or minor sequence, nor will it be given credit in case the student has presented one and a half unit of algebra for entrance. Freshmen.

B. *Solid Geometry and Trigonometry.* Three credits. In addition to the ordinary work in space geometry enough trigonometry will be included to enable a student to begin the work in course 3-4. By taking the first semester of course 1-2 parallel with course 3-4 he may continue his mathematics the same as tho he had taken course 1-2. Freshmen.

1-2. *Elementary Functions.* Three credits each semester. This course is the same as has previously been listed as "Higher Algebra Part II" and "Trigonometry."

The differentiation of freshman mathematics as contemplated by such listing has not been adhered to in recent years, but an effort has been made to present the elementary functions, viz., the algebraic, trigonometrical exponential, and logarithmic, in a connected way. The graphic interpretation by means of the Cartesian plane is especially emphasized. The course begins with a brief review of the elementary concepts of algebra, particularly such topics as factoring, fractional expressions, and the theory of indices. One and a half units of high school algebra, while not a necessary, is a very desirable prerequisite. Freshmen.

3-4. *Analytical Geometry and Calculus.* Three credits. The course in analytics is limited to the more elementary notions of projections and plane loci. The equation of the first degree (the straight line) in rectangular and polar coordinates its parametric and normal forms are studied. Some attention is given to the second degree equation, particularly the circle, and also to the transformation of coordinates.

The differential calculus is then taken up and the notion of rates, limits, derivatives and differentials is developed. The derivative as applied to velocity, acceleration, maxima and minima, to the evaluation of undeterminate forms, the theorem of mean value, and expansion of functions by the use of Taylor's Theorem is studied.

About one-half the time is devoted to the integral calculus with its antiderivative and definite integral as the main topics. Prerequisite: Course 1-2 or Course B, which see. Sophomores or Juniors.

5. *Advanced Plane and Solid Analytics.* Three credits. This course continues the work of Geometry begun in Course 3-4. Conic sections and general equation of the second degree are studied. Problems involving lines and conics, particularly tangents and normals, are solved. About half the time is devoted to coordinate geometry of three dimensions. Prerequisite: Course 3-4. Juniors or Seniors given every year.

6. *Advanced Calculus.* Three credits. Special topics involving derivatives such as change of variable, curvature, partial derivatives with application to Geometry and Physics. Also a more extensive application of the integral calculus than was given in Course 3-4 to the finding of areas, volumes, centre of gravity, moments of force and inertia, rectification of curves, double and triple integration, etc. Prerequisite: Course 3-4. Juniors or Seniors. Given every year.

7. *Descriptive Geometry.* Three credits. Listed under Manual Arts and Drawing. Juniors or Seniors.

8. *Theory of Equations.* Three credits. Roots of the general integral polynomial discussed, the complex number, radical solution of the cubic and biquadratic equation, solution of equation with numerical coefficients, deter-

minants, symmetric functions and the fundamental theorem of Algebra. Prerequisite: Course 1-2 and preferably 3-4. Juniors or Seniors.

9. *Teachers' Course.* Three credits. The aim and purpose of mathematical instruction in general will be considered. A careful consideration will be given to the plan of a unified course in secondary mathematics. Practice teaching in elementary Algebra and Plane Geometry is afforded. Prerequisite: At least one year of college mathematics. Juniors or Seniors.

10. *Synoptic Course.* Two credits. A brief survey of the elementary field of mathematics for the purpose of correlating its various elements. Attention is given to the historical development of certain phases of the present offerings in the field. Prerequisite: Two years of college mathematics. Juniors or Seniors. Primarily for prospective teachers.

11. *Differential Equation.* Three credits. The ordinary differential equation of the first order and first degree, equations of higher degree, singular solutions, linear differential equations, special forms of higher order, application to geometry and physics. Prerequisite: Course 6. Seniors.

Norwegian

1. *Elementary Language, Grammar, and Composition.* Three credits. Intended especially for those who have had little or no previous training in Norwegian. Textbook, oral and written exercises. Freshmen.

2. *Easy Reading, from Annotated Texts.* Three credits. Grammar continued, oral and written translations. Freshmen.

3-4. *Language and Literature.* Six credits. Extensive reading from selected authors, together with a survey course of Norwegian History to lay a foundation for the more advanced courses in Norse.

5. *Norwegian Literature.* Three credits. A survey of Norwegian literature from the earliest times up to 1710. Attention paid to the old Norse mythology, the Eddas, Sagas, and folklore. Reports and compositions. Freshmen.

6. *Norwegian and Danish Literature from* 1710 *to* 1800. Three credits. Extensive reading from Ludvig Holberg, Wessel, and others in connection with the history of literature during this period. Compositions and essays. Freshmen.

7. *Norwegian and Danish Literature from* 1800 *to* 1850. Three credits. The romantic period in Denmark. The period of nationalism and the development of the national literature in Norway. Papers and outside readings. Sophomores.

8. *A General Survey of Norwegian Literature Since* 1850. Three credits. Stress laid upon the rise of the national romantic movement and its significance for the later development of the literary life. The historical drama, realism, and the problem drama. Present tendencies. Readings from the leading authors, papers, and discussions. Sophomores.

9. *Bjørnstjerne Bjørnson.* Three credits. Chr. Collin's Bjørnstjerne Bjørnson I. The novels of Bjørnson, historical dramas, poems, En Fallit; Arnljot Gelline; Bjørnson as a leader; Gran's Høvdingen. Outside readings and reports. Juniors or Seniors.

10. *Henrik Ibsen.* Three credits. Historical dramas. Poems. Brand and Peer Gynt read critically; Samfundets Støtter; Et Dukkehjem. Readings and critical essays. Juniors and Seniors.

11. *Teachers' Course.* Three credits. An intensive review course,

especially for those who expect to teach Norwegian. A careful study of modern orthography, grammatical construction, and recent tendencies, together with extensive reading from contemporary authors. Juniors or Seniors.

12. *Studies in Camilla Collett*, Jonas Lie, Kielland, Jacob B. Bull, and others.—Amtmandens Døtre. Fortællinger fra Nordland; Den Fremsynte; Rutland. Compositions and reports. Juniors or Seniors.

13. *Ludvig Holberg.* Three credits. An intensive course in Holberg. Holberg as the founder of the Danish-Norwegian literature and literary language. Holberg's relation to German and French influences and Scholasticism. Extensive reading from the works of Holberg. Seniors.

14. *Studies in Landsmaal.* Three credits. The rise of the landsmaal and its literature. The present language situation in Norway. Readings in Ivar Aasen, Vinje, Blix, Sivle, Garborg, and others. Seniors.

15-16. *Old Norse.* Six credits. An elementary course in Old Norse, the chief aim being to give the student a reading knowledge of the Old Norse language. M. Nygaard, Old Norse Grammar. Selections from Hægstad and Torp. The Saga of Erik the Red. Juniors or Seniors.

17-18. *Old Norse.* Six credits. The Njal's Saga. Selected poems of the Elder Edda. Seniors.

Philosophy and Psychology

1-2. *General Psychology.* Six credits. An elementary course in psychology, in which the fundamental laws of mental growth and action are formulated. In the second semester, these laws are applied to the various phases of life, such as business, law, medicine, and education, with the chief stress on the latter. Required of Sophomores. This course is a prerequisite for all the following courses in this department.

3. *Logic.* Three credits. A study of the principles and methods of deductive and inductive reasoning, with special emphasis on the working out of practical exercises. Text-book: Creighton's Introductory Logic. Juniors and Seniors.

4. *Introduction to Philosophy.* Three credits. This course aims to acquaint the student with the nature, aim, and method of philosophy, the origin and development of the various problems, and the results which have been attained. It is intended for those who desire to know what philosophy is about but do not have the inclination to take a full year's course. Text-book: Jerusalem: Introduction to Philosophy. Given in alternate years.

5. *Social Psychology.* Three credits. This course studies mental growth and action under social relationships, which involves a study of such problems as the instincts in social life, the group mind, suggestibility, imitation, invention, etc. Readings are required in standard texts as McDougall and Ross. Juniors and Seniors. Given in alternate years.

6. *Ethics.* Three credits. A study of human conduct, developing a system of virtues and duties, and showing how, especially in the light of Christianity, the problems of life are met and solved. Lectures, recitations, reports. Juniors and Seniors. Given in alternate years.

7-8. *History of Philosophy.* Six credits. A foundation course in philosophy presenting a systematic study of the ancient and medieval thinkers in the first semester, and stressing the great modern philosophers, such as Descartes, Hume, Kant, Hegel, in the second semester. Lectures, discussions, recitations, reports. Juniors and Seniors.

9. *Educational Psychology.* Three credits. See Education.

10. *Present Philosophical Tendencies.* Three credits. The various tendencies of the day, such as materialism, pragmatism, realism, and idealism are studied and criticised. Lectures, discussions, recitations and reports. Seniors. Given in alternate years. Prerequisite: Courses 1-2, and 4 or 7.

Physics

1-2. *Elementary Physics.* Six credits. This course is for students who do not offer high school physics for entrance. The course will cover the mechanics of solids and fluids, magnetism and electricity, heat, light, and sound. Recitations and laboratory work. Two recitations and two double laboratory periods per week.

3-4. *General Physics.* Six credits. This course will cover the same ground as course 1, 2. The units of measurement are carefully developed and much quantitative work is done in the laboratory. Two recitations and two double laboratory periods per week.

Physical Education

Two double periods per week are required of all students except Seniors. Classes are organized for elementary and advanced work. Special classes in normal work.

Public Speaking

1-2. Six credits. The aim of this course is to give practical training in public speaking. In order that the student may be able to take his place in community affairs and express his ideas clearly and forcibly, speeches such as the following are prepared and delivered: Speeches of introduction, convention addresses, talks for young people's religious societies, speeches for club activities, nomination speeches, patriotic addresses, toasts, etc. Practical training is given in correct pronunciation, enunciation, voice, and stage presence.

3. *Debating.* Three credits. Principles of argumentation practically applied to oral discussion of political, economic, and sociological questions. Class is divided into debating teams, thus giving each member practice in constructive and rebuttal work.

4. *Advanced Public Speaking.* Three credits. Study is made of the lives and speeches of famous American and British orators. Their speeches are briefed and given from the platform. A special feature of this course is the composition and delivery of an extensive address suitable for an oratorical contest.

Religion

Believing that true education consists not only of a knowledge of secular branches but also a clear understanding of the influence and history of the Christian Religion, the following courses are presented. The same amount of time will be required for each subject as in other departments, and the same credits will be given for such work.

1-2. *The English Bible.* Four credits. A course of a careful study of the English Bible consisting of assigned reading, reports, and discussions. Freshmen.

3. *Biblical Sociology.* Two credits. A study of the social teachings of the Bible. Sophomores and Juniors.

4. *Church History.* Two credits. An outline study of the history of the

Church, with special stress upon Apostolic and Reformation periods; and a review of the development of the Lutheran Church in America. Sophomores and Juniors.

5. *Biblical Ethics.* Three credits. A study of the ethical teachings of the Bible. Juniors and Seniors.

6. *Christian Faith and Modern Thought.* Three credits. Juniors and Seniors.

7-8. *The Greek Testament.* Six credits. Exegetical studies in the Greek text of the Gospel of St. John. Juniors and seniors.

THE ACADEMY

Requirements for Graduation

A STUDENT who desires to graduate from the Academy must offer 16 year-credits of high school work. Of these 16 year-credits the following will be required: English, four credits; elementary algebra, one credit; plane geometry, one credit.

In addition, unless excused by the proper authorities, a student will be expected to offer the following credits: science, one credit; history, two credits; a foreign language, two credits. The balance of the credits may be selected by the student from the following list so far as same are offered by the school during the year.

List of Credits

BIBLE STUDY—One credit.

MATHEMATICS—Elementary algebra, one credit; plane geometry, one credit; higher algebra, one-half credit; solid geometry, one-half credit.

LATIN—Grammar, one credit; Caesar (four books), one credit; Cicero (six orations), one credit; Vergil (six books), one credit.

GERMAN—Grammar, one credit; literature, one to three credits.

NORWEGIAN—Grammar, one credit; literature, one to three credits.

HISTORY—Ancient (to Charlemagne), one credit; modern (from Charlemagne), one credit; English, one-half credit; senior American history, one-half credit.

ECONOMICS—Elementary economics, one-half credit; commercial geography, one-half credit; history of commerce, one-half credit; American government, one-half credit.

NATURAL SCIENCES—Physics, one credit; chemistry, one credit; botany, one-half credit; zoology, one-half credit; physiography, one-half credit; astronomy, one-half credit; physiology, one credit; geology, one-half credit.

VOCATIONAL SUBJECTS—*Business Subjects*—Business law, one-half credit; business arithmetic, one-half credit; bookkeeping, one credit; stenography and typewriting, one credit; advanced bookkeeping and business practice, one credit.

Manual Subjects—Freehand drawing, one credit; mechanical drawing, one credit; shop work, one to two credits; modeling and wood carving, one credit.

Domestic Science—Cooking and sewing, one to two credits.

The term "credit" means not less than five recitations per week of not less than forty minutes for a period of thirty-six weeks.

Owing to the fact that drawing and shop work do not require outside preparation, they will not be credited on same basis as academic studies. In manual subjects and laboratory practice a credit means five recitations per week, of eighty minutes each for thirty-six weeks.

Not more than four credits will be allowed toward graduation in the

vocational subjects, including business subjects, manual subjects, domestic art, and science.

English

The course of study in the academy is designed to cultivate habits of accuracy, to develop a conscious appreciation of the beauty of language, and to secure to the student an enlargement of the ideals of life. Careful attention is given to the manner in which he expresses himself in his daily recitations, and the teacher lays stress on the three distinct phases of English instruction: (1) Grammar; (2) Composition; (3) Literature. Short themes are required at least twice a week thruout the course, while longer themes will be assigned from time to time.

I. *Composition and Literature.* A rapid review of English grammar and short themes. The aim of the course is to encourage spontaneity and ease in writing and speaking. Emphasis is strongly laid on grammar, punctuation, sentence structure, capitalization, spelling, etc. A number of the easy English classics are read in class, supplemented with outside reading. Five hours a week.

II. *Composition and Literature.* Daily themes. A review of grammatical forms and a more detailed study of the *forms of discourse.* There is insistence upon correct and effective sentence structure and upon care in choice of words. Reading of classics, discussions, quizzes and reports. Five hours a week.

III. *History of English Literature and Composition.* The literary history of English, from its beginning to the present day, is studied in outline. The significance of the various literary periods is dwelt upon. Masterpieces of the different authors are read and discussed. Weekly themes, reports, quizzes. Five hours a week.

IV. *American Literature and Advanced Composition.* An outline history of American Literature. The works of American authors are studied in detail. Attention is paid to magazine development and the short story. In composition special attention is given to exposition and argumentation. Four hours a week.

Senior Grammar. A thoro study and review of English grammar. Five hours a week, one semester.

Literary Societies

The Eureka, a debating and literary society consisting of boys in the academy, juniors and seniors.

The Periclesian, a debating and literary society consisting of academy boys in the freshman and sophomore classes.

The Delphic Oracle, consisting of girls in the junior and senior academy classes.

The Utopia, a literary society consisting of freshman and sophomore girls in the academy.

The above named societies meet Saturday mornings from 11:05 to 12:30 o'clock. The work is conducted under the supervision of the English department and ⅙ credit is given annually for satisfactory work in these societies.

French

I. *Elementary French.* In the first year the aim is to give a thoro grounding and drilling in grammar—with exercises in translation, conversation, and pronunciation. In the second semester the reading of some easy work in prose is begun. Five hours a week.

II. *Prose Reading.* This course is composed largely of readings in prose works by modern authors, with a light review of the author and his works, as each work is taken up. Composition and conversation are also part of the work. Five hours a week. Prerequisite, Course 1.

III. *French Classics.* This year includes the reading of modern authors and some classics; composition and syntax. Works of Hugo, Corneille, Moliere, Racine. Three hours a week Prerequisite, Course II.

German

I. *A German Grammar* is used thruout the year. Stress laid on fluency and correct pronunciation in reading. One classic read. Composition work thruout year. Five hours a week.

II. *Grammar reviewed.* Compositions twice a week thruout the year. Three classics read. Oral work thruout the year. Five hours a week.

III. *Grammar and Compositions.* Conversation thruout the year. Three classics read, including Schiller's Wallenstein and Suderman's Frau Sorge. Four hours a week.

IV. *Works of Goethe, Schiller,* and other poets studied. Written work thruout the year. Conversation and report. Four hours a week.

History

I. *General History.* A rapid study of the Oriental peoples, especially their connection with the Hebrews. The first semester given to Greek and Roman history and the second semester to medieval history to 1300 A. D. Five hours a week. First year.

II. *Modern History.* A study of the History of Europe from 1400 to the present time. Growth of the power of Parliament and expansion of the British Empire, especially stressed to give the proper back-ground for American history. Five hours a week. Second year.

III. *Senior American History.* This course begins with the government under the Articles of Confederation and is brought down to the present day. Social and economic as well as political events are followed thruout the course. Five hours. First semester, fourth year.

IV. *Civics.* A study of the science of government in the state and nation. Local and state civics are studied with reference to the state in which the student's home is. Five hours a week. Second semester, fourth year.

Latin

I. *First Year Latin completed.* Oral and written lessons. Five hours a week.

II. *Caesar's Gallic War, Books I to IV.* Review of inflections; study of syntax; Latin composition; the life of Caesar. Five hours a week.

III. *Cicero.* Six orations; the life of Cicero. De Senectute; grammar and composition. Five hours a week

IV. *The First Six Books of the Aeneid of Vergil;* study of mythology; elements of Latin prosody; life of Vergil; Latin composition. Five hours a week.

Mathematics

I. *Senior Arithmetic.* This includes a teachers' advanced course, common and decimal fractions, percentage, proportion, involution, evolution, and

mensuration. Many practical problems are solved with due regard to logical forms for written work. The aim is to develop clear thinking, facility in computation, and ability to teach.

II. *Algebra.* The aim of this course is to give the student an elementary knowledge of the solution of equations of the first degree involving one, two, or more unknown quantities, also to enable him to solve readily problems necessitating quadratic equations. Five hours a week.

III. *Higher Algebra.* A review and continuation of course I, including factoring, the fundamental rules, highest common factor, lowest common multiple, fractions, involution, evolution, surds, imaginaries, inequalities, ratio, proportion, arithmetical and geometrical progressions, quadratic equations, and problems requiring both simple and quadratic equations. Five hours a week, first semester.

IV. *Plane Geometry.* A study of rectilinear figures, circles, proportion, similar polygons and areas of polygons, and the circle. Emphasis is placed on the attainment of ability to solve practical problems. Five hours a week.

V. *Solid Geometry.* A study of lines and planes, of general properties of problems necessary in the mensuration of these solids. Five hours a week, second semester.

Music

I. *Music Theory.* Two hours a week thruout the year.

II. *Harmony.* Two hours a week thruout the year.

III. *History of Music.* Twice a week thruout first half-year.

IV. *Musical Analysis.* Twice a week thruout the second half-year.

V. *Advanced Harmony and Simple Counterpoint.* Two hours a week thruout the year.

VI. *Practical Instrumentation.* A study and use of musical instruments.

VII. *Methods.* Public School Music. Problems and methods of music in primary and intermediate grades. Lectures and assigned readings. Both semesters two hours a week.

VIII. *Advanced Methods and Practice.* Public School Music. Practical teaching and supervision of children in all grades. Both semesters two hours a week.

IX. *High School and Community Music.* Organizing and conducting of glee clubs, choruses, orchestras, and operettas for children and adults. One semester two hours a week.

X. *Solfeggi.* A study of ear-training, sight-singing, and dictation. Both semesters one hour a week.

XI. *Advanced Solfeggi.* A continuation of course X. Both semesters one hour a week.

XII. *Band.* Ability to play some instrument is required.

XIII. *Choral Union.* Rehearsals and public performances for promotion of the great choral works.

Applied Music

I. *Piano.*

II. *Voice Culture.* This course is connected with lectures in Vocal Science.

III. *String and Orchestral Instruments.*

IV. *Organ.*

Norse

I. *Elementary Language and Reading.* Exercises in reading and grammar, with oral drill in translating from Norse to English and from English to Norse. Written work and declamation. The orthography authorized in Norway in 1907 is followed thruout the course. Five hours a week.

II. *Reading and written work* continued in connection with the study of grammar. Selections committed to memory. Special attention is given to the needs of the students who intend to teach Norse in parochial schools. Five hours a week.

III. and IV. A somewhat thoro course in the history of Norway, during the first semester, and an introductory course in Norse literature, during the second semester. Compositions and selected readings. Third or fourth year, five hours a week. Thruout the academy the new edition of Nordahl Rolfson's readers and the readers by Ivar Alnæs are extensively used.

Religion

I. *Selected Bible Reading.* The object is to make the students familiar with their Bible. Two hours a week, both semesters. Freshmen and Sophomores.

II. *Exegetical Study of the Gospel of Luke.* Two hours a week, both semesters. Juniors.

III. *Church History.* Two hours a week, first semester. Seniors.

IV. *A Study in Stewardship.* First part of second semester. A study of the Sunday School. Last part of second semester. Seniors.

Science

I. *Biology.* A general study of plants and animals. Laboratory. Five hours a week. Both semesters.

II. *Chemistry.* An elementary study of the fundamental principles and elements. Laboratory. Five hours a week. Both semesters.

III. *Physics.* Dealing with the elementary principles of mechanics, sound, light, heat, and electricity. Laboratory. Five hours a week. Both semesters.

Vocational Subjects

Manual Training

I. *Manual Training* is offered five double periods per week and will include instruction in bench work, wood turning, cabinet making, and drawing.

II. *Advanced Woodworking.* This is a one-year course for students who have completed the work required in the elementary course. The time is spent on furniture and cabinet work. Five double periods a week for thirty-six weeks.

III. *Mechanical Drawing.* The purpose of this course is to enable the student to use the drawing instruments correctly; to teach the knowledge of conventions and methods used in the drafting room; to become acquainted with elementary geometrical construction and orthographic projection and to develop the ability to read working drawings. Time: Two periods a week for two school years is given to mechanical drawing.

IV. *Architectural Drawing.* Three periods a week for two years. Preliminary steps, studying conventions and designs of architecture of modern times.

Domestic Science

I. *A Beginners' Course* in Domestic Science offers sewing two double periods a week, and cooking two double periods a week during the year. Part of time will be devoted to household management, home sanitation, nursing, and hygiene.

II. *Advanced High School Course.* Cooking and sewing, food study, home nursing, and textiles. Four double periods a week thruout the year.

III. *Special Course.* Primary handwork and allied subjects are taught to students intending to teach such courses in graded schools.

Commercial Subjects

I. *Courses in high school* credit offered in bookkeeping, shorthand, business arithmetic, commercial geography, and related subjects.

II. Advanced courses in shorthand dictation, bookkeeping, and accountancy for students who have finished Course I.

Music

I. & II. A certain number of credits will be allowed in theory, harmony, and applied music where such work is the equivalent of other vocational subjects as to time and application.

Physical Education

All academy and commercial students are required to register for two double periods per week in physical education. Graded work will be given according to number of years taken.

Pedagogy and Psychology

I. *Psychology.* A semester's work, five recitations a week covering the elements of psychology.

II. *Pedagogy.* A semester's study of methods, lesson planning, class organization with especial emphasis on elementary school work. Five hours a week.

HIGH SCHOOL COURSE

FIRST YEAR

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
English I	English I	English I
Algebra	Algebra	Algebra
Latin or Elective	Latin or Elective	Latin or Elective
Norwegian or	Norwegian or	Norwegian or
Elective	Elective	Elective
Physical Education	Physical Education	Physical Education

SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
Geometry	Geometry	Geometry
English II	English II	English II
Norwegian or	Norwegian or	Norwegian or
Elective	Elective	Elective
Latin or Elective	Latin or Elective	Latin or Elective
Physical Education	Physical Education	Physical Education

THIRD YEAR

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
Science	Science	Science
English III	English III	English III
French or Elective	French or Elective	French or Elective
Latin or Elective	Latin or Elective	Latin or Elective
Physical Education	Physical Education	Physical Education

FOURTH YEAR

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
History	History	History
English IV	English IV	English IV
Latin or Elective	French or Elective	French or Elective
French or Elective	Latin or Elective	Latin or Elective
Physical Education	Physical Education	Physical Education

THE HOME MAKER'S COURSE

AS there has been a growing demand for departments in which young women are prepared for the home, such a department has been added to this school, and an opportunity is offered women students to prepare themselves for those duties which are essential to the welfare and happiness of the family.

The Experimental Kitchen

A commodious room has been fitted up with all necessary and modern appliances, where instruction is given. A special course is given in the cooking of plain foods such as are needed in every home.

The course in domestic science includes the study of foods, their composition, chemical changes involved in their cooking, food values, making of menus and serving of meals. Short courses are given in dietetics, home nursing, household sanitation, chemistry of cooking, and laundry work.

Dressmaking

Students are requested to bring working materials for this class. Inexperienced pupils must begin with plain sewing; but a pupil of ordinary ability should be able to do her sewing while at school, thus materially reducing her expenses.

Art Needlework

Instruction is given in all kinds of needlework. After the student has learned to do plain needlework, she is instructed in shaded, white, and Montmellic embroidery, Florentine cutwork, drawn work, cross-stitch embroidery; also in modern lace making, such as Flemish, Honiton, point lace, bead work, tatting, and netting.

COMMERCIAL DEPARTMENT

BOOKKEEPING is taught by modern and practical methods. The student is made familiar with the principles of debits and credits and their relations in business transactions, beginning with entries of the simplest nature and advancing step by step, gradually leading up to the more difficult and involved entries in advanced work.

Exercises are given in keeping the journal, cash book, ledger, purchases book, sales book, bill book, etc. Exercises are also given in taking trial balances, making out profit and loss statements, financial statements, proof sheets, and in opening and closing books.

A correct knowledge of the principles of bookkeeping is essential, but efficiency in applying this knowledge is of equal importance. To give the student an opportunity to apply his knowledge of the principles of bookkeeping, working sets are provided to accompany the text. In the working out of these sets the student is required to write out a great variety of business papers and documents, such as bills, checks, drafts, notes, leases, mortgages, deeds, articles of co-partnership, insurance policies, bills of lading, etc.

Applying the correct principles and recording practical transactions represented in the same manner as they are in business, gives the student a knowledge of the subject which will make his services desirable to the business man and valuable to himself.

Business Arithmetic. This course includes properties of numbers, common and decimal fractions, bills, accounts, compound numbers, percentage, interest, discount, stocks and bonds, banking, customs or duties, equation of accounts, partnership settlements, ratio and proportion, etc.

Commercial Geography. Description of the articles most extensively bought and sold, including their sources, their methods of manufacture, their transportation by land and water, and the description of the countries of the earth with reference to their products and trade relations.

Finance. The subject is treated in three divisions. The first part is an explanation of funds. The second part explains the various ways in which funds are obtained. The third part is a discussion of the institutions and agents employed in funding operations.

Civics. A thoro study of township, village, city, county, state, and national government. The national constitution is carefully studied. Debates and research work on important topics.

Elementary Law. This is a continuation of the study of law as begun in commercial law in the Certificate Course. It treats of the different kinds of law, sovereignty, the origin of the common law and its application. Some of the subjects taken up are: Real property, domestic relations, torts and crimes, and wills and administration.

Business English. Extensive practice in letter writing and business forms. Special stress laid on correction of common errors, use of words, variety of expression, writing of advertisements, telegrams, etc.

Commercial Law. This is one of the most interesting and helpful studies in the Commercial Course, and one with which every person, whether engaged in business or not, should be thoroly familiar. Litigation would often be obviated were people acquainted with the principles of everyday business law. It is the aim of this course to give the student a clear insight into the laws governing business transactions, so that he may understand the difference between a legal and an illegal contract. The course includes the following branches of law: Contracts, negotiable instruments, guaranty and suretyship, interest and usury, sale of personal property, bailment, agency, partnership, corporations, joint stock companies, insurance, real estate, and landlord and tenant.

Rapid Calculation. Drills in rapid addition. Short methods of multiplication, division, and computing interest. Use of aliquot parts. Other fractional features introduced. Five hours a week thruout the first half-year.

Penmanship. The ability to write a neat, legible hand will always find favor both in the business and the social world. The time, money, and energy expended in acquiring an easy, graceful, and legible style of handwriting will prove a profitable investment. Many a good position in business has been secured and retained because the applicant was a good penman. Good writing is one of the essential elements of a business education, and there is no qualification so universally demanded by business men as good penmanship.

Shorthand. Every year adds proof, by the constantly increasing demand for rapid writing, how indispensable in a modern education is a knowledge of stenography. It is highly essential, therefore, that the system of shorthand giving the best practical results be selected. The Gregg system, which has gained a place for itself in the leading business schools, is taught.

In the Gregg system there are but few, simple rules—other systems have a great many; it is written on the slope of longhand; there is no required shading, and position writing is abolished. Thus this system is easier to learn, to write, to read, and to retain than the old systems.

After the principles have been thoroly mastered, dictation is given to increase the student's shorthand vocabulary, and to familiarize him with words and phrases peculiar to different kinds of business.

Typewriting. The best results in typewriting can only be obtained by what is called the touch typewriting. This mode of operating the machine necessitates the perfect memorizing of the keyboard and the use of all the fingers, as in playing the piano. By this plan the writer has no necessity to watch the keys and his fingers, but in copying from shorthand notes or manuscript the eyes are kept constantly on the matter to be copied. Besides promoting the highest possible speed, it lessens the strain of the eyes occasioned by the frequent adjustment of them to a different focus. While principally a mechanical operation, it aids the student in proper spelling, punctuation, neatness, and methodical habits.

The department is equipped with new standard typewriters, and the student is required to practise two periods a day. Thruout the entire course the work is inspected and transcriptions are carefully corrected and returned to be correctly rewritten.

Certificate Course

FALL TERM	WINTER TERM	SPRING TERM
Business English	Business English	Business English
Business Arithmetic	Business Arithmetic	Business Arithmetic
Bookkeeping	Rapid Calculation	Bookkeeping
Rapid Calculation	Bookkeeping	Penmanship
Penmanship	Penmanship	Commercial Law
Spelling	Commercial Law	Spelling
Finance	Spelling	Rapid Calculation

Students completing the above course will be entitled to a certificate for such work. Students having completed a high school course will be given a diploma on completion of this course.

Graduate Accountant Course

The entrance requirement for this course is the satisfactory completion of the certificate course.

FIRST SEMESTER	SECOND SEMESTER
Accountancy	Accountancy
Commercial Geography	Finance
Elementary Law	Civics
English II	English II
Foreign Language or Mathematics	Foreign Language or Mathematics
Penmanship	Salesmanship and Advertising

Students completing the above course will be entitled to the degree *Graduate Accountant.*

Shorthand Course

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
Business English	Business English	Business English
Shorthand	Shorthand	Shorthand
Bookkeeping	Bookkeeping	Office Training
Penmanship	Penmanship	Typewriting
Typewriting	Typewriting	Spelling
Spelling	Spelling	

Students completing the above course will be entitled to a certificate for such work. High school graduates completing this course will be given a diploma.

SCHOOL OF MUSIC

THE SCHOOL OF MUSIC offers a thoro course of instruction in voice, piano, organ, violin, and other stringed instruments; also a theoretical course including harmony, counterpoint, ear training, musical history, and analysis. In each branch of musical study, a systematic course leading to graduation will be pursued. Time required for completion varies,—the length, of course, depending on the pupil's ability and intelligent devotion to work. Each candidate for graduation will be required to appear in public recitals given by the students during the year and to give one graduate recital.

Theory and History of Music

The courses in theory and history of music are given with the idea of making the student become a broad-minded and well-rounded musician. To this end, a very thoro course is laid out, extending from the simplest forms of harmonic structure thru the advanced forms of composition.

Text-books: Baltzell, History of Music; Chadwick, Harmony; York, Counterpoint; Goetschius, Analysis; Tapper, Theory of Music.

Ensemble Classes

The study of chamber music is a very important one to the advanced student of any instrument. The impetus to more thoro practice, mental activity, development of rhythm and color, and an insight into this particularly rich field of musical text, is of untold value. Both classic and modern music is studied. Students who come mainly for the study of piano, violin, or any other instrument, should, if possible, arrange for some work in this line.

Piano Department

Teachers' Certificate Course

PREPARATORY—Fundamental Principles.

GRADE I—Lemoine, Heller, Kohler, Loeschorn, Clementi Sonatines, Gurlitt, Concone.

GRADE II—Duvernoy, Heller, Loeschorn, Hanon, Czerny, Kuhlau Sonatines, Concone.

GRADE III—Octave Studies, Hanon, Czerny, Burgmuller, Bach, Haydn Sonatas.

Musical Theory. Tapper Theory of Music completed. Study of tone properties, length, pitch, power, and quality. Notes, intervals, scales, triads. Analyzing of triads and chords, and elementary sight singing. Eighteen hours.

Musical Analysis. Goetschius analysis. Period construction, analysis of song, dance, rondo, and sonata forms. Eighteen hours.

Harmony. Chadwick Harmony. Connections of triads, chords, inversions, and resolutions. Thirty-six hours.

History of Music. Baltzell History of Music completed. Assigned biographical reports. Seventy-two hours.

GRADE IV—Czerny, Cramer Studies, Bach, Chopin, Moscheles, Mozart, and Beethoven Sonatas. Compositions of standard composers.

Harmony. Chadwick Harmony completed. Treatment of suspensions and retardations, passing notes, anticipations, pedal points, etc. Extensive training in modulations and harmonizing given melodies. Thirty-six hours.

Ear Training. Eighteen hours.

Normal Training. Seventy-two hours.

Artist Course

GRADE V—Cramer Studies, Clementi Gradus ad Parnassum, Chopin Etudes, Bach, Beethoven Sonatas, Compositions of standard composers.

Simple Counterpoint. Writing in the five species in two, three, and four parts. Eighteen hours.

Harmonic Analysis. Study of the simple and advanced compositions, analyzing each chord and progression. Eighteen hours.

Orchestration. Study of the modern orchestra. Arranging of accompaniments for stringed instruments and orchestra. Simple and more difficult compositions arranged for stringed quartette, full orchestra, and band. Thirty-six hours.

Ensemble Classes. The theoretical course in this grade will also be open to students of the Fourth Year, provided they are qualified to take the work. Thirty-six hours.

Collegiate Course

SIXTH YEAR. REPERTOIRE COMPOSITIONS—Classes in advanced history of music, double counterpoint, canon and fugue, and free composition will be given in this course.

Juvenile Department

NORMAL CLASSES—Children from five to nine years of age are admitted to the Normal Classes, meeting twice a week for one full sixty-minute lesson. The work is under the direct supervision of the head of the piano department. Four children are grouped together in each class, and two

advanced students give instruction in each class. Each child receives individual instruction at the piano at each lesson and is taught the value of notes, key signatures, scales, and rudiments of harmony, at the blackboard.

All children are given an opportunity to appear in the special recitals given at regular intervals during the school year, by the juvenile department.

A special effort is made to create an interest for the best in music, and for careful study and artistic and finished playing.

Parents will realize the advantage of having their children enrolled in a school of music where a regular course of study leading to graduation is carefully followed.

Vocal Department

Careful attention will be given the individual, and the course of study will be selected according to the requirements of the student.

Special attention will be devoted to a correct, natural, and easy method of breathing.

In this department the aim is to cultivate the natural voice by the development of pure tone, clear, resonant, and full. Pure tone depends primarily upon skillful management of the breath. Consequently much attention is given to systematic exercises in breath control. Exercises in intonation, legato, phrasing, attack, pronunciation, in fact everything included in the general term "interpretation," are given with thoroness, in order that each pupil may develop ability to appreciate and interpret the works of great song writers.

No two voices are alike. To bring each out to its full possibilities requires training essential to its individual needs.

The student will be taught only the best in vocal literature, selected from among the best classic and modern composers. Work will range from the simple song thru the more difficult opera arias and oratorios.

Technical exercises will include studies selected from the works of Sieber, Concone, Panofka, Marchesi, Lütgen, and others.

The singer is expected to know a number of sacred solos, and should spend at least a year, before completing his course, singing in a church choir.

In order to graduate the student must have finished second grade in the piano course, besides the regular theoretical course outlined for students in the piano department.

Outline of the Course in Voice Culture

First Year

a. Vocal Science

1. The mechanical structure of vocal organs.
2. The laws which regulate the action of the voice mechanism.
3. The respiratory organism.
4. The registers of the singing voice.
5. The mechanism of hearing.

b. Applied Music
1. Vocalization (as applied in voice-production).
2. Resonance (as applied in voice-production).
3. Breathing (as applied in voice-production).
4. The use of registers.

Studies

Concone. The School of Sight-singing.
Concone. Op. 9.
Lütgen. Vol. I.

SECOND YEAR

a. Vocal Science
1. The art of interpretation, with regard to voice-production.
2. The hygiene of a singer.

b. Applied Music

The interpretation of a song.
For interpretation:
"Famous Songs" (Ed. John Church).
"Sacred Songs" (Ed. John Church).
Songs of the North, Oliver Ditson.
Assigned Songs of Modern American Composers.
Two-part Songs of Mendelssohn.

Studies

Concone, Op. 10 or 17.
Bordogni, 36 Solfeggi.

THIRD YEAR

Applied Music. The interpretation of an aria.

For interpretation:
Anthology of Sacred Songs (Oratorios), Ed. Schirmer.
Operatic Anthology, Ed. Schirmer.
Two-part Songs of Rubenstein and Dvorak.

Studies

Concone, Op. 12.
Mazzoni, Solfeggi.
Lamperti, F. Studies in Bravura.

FOURTH YEAR

In this year the candidates may choose their major in one of the following courses: Teaching of Voice-culture, or Public Singing.

Students majoring in teaching are required to take Education 1, 2, 4, and Piano I, II, III.

Twenty secular and sacred songs thoroly mastered are required for graduation in Public Singing.

Organ Department

GRADE I—Steggall Organ School, pedal studies. Hymnology.

GRADE II—Easier selections from Bach, Dubois, Guilmant, Rheinberger, Hymnology.

Grade III—Moderately difficult selections from Bach, Guilmant, Mendelssohn, Widor.

Grade IV—The greater works of Bach, Guilmant, Mendelssohn, Widor. Practical modulation.

For graduation, the regular theoretical course outlined for the piano department will be required.

Violin Department

Special attention is paid to developing players for orchestra and other ensemble work. The usual fundamentals of position, intonation, and interpretation are thoroly insisted on. Hohman's method is generally used for beginners supplemented with bowing and finger exercises by Wohlfart and others. It is suggested that children study in classes of four, meeting four times a week, at twenty-five cents a lesson for each child.

Public School Music

This is a two-year course. Entrance to the course requires that the student have a diploma from an accredited high school. Upon satisfactory completion of this course a State certificate will be issued in addition to the Conservatory certificate. Under certain conditions, this course may form a portion of the work for the regular diploma of the Conservatory of Music.

First Year.—The following subjects are required: Sight-singing, Ear Training, Voice Culture, History of Education, Psychology, Harmony 1, a modern language or its equivalent, Piano, unless able to play third grade music, in which case candidate may be excused from further study of that instrument. It is very desirable that a student be able to teach some high school subject or drawing in connection with Public School Music. (College students will take the regular college course in psychology; music students, a special course at the conservatory.)

Second Year.—The following subjects are required:

a. Sight-singing, Ear Training, Harmony 2, History of Music, Appreciation of Music, Piano, unless able to play third grade music, a modern language or its equivalent.

b. School room teaching, five periods weekly.

The study of voice will be required of pupils in public school music to meet this demand.

Band Department

The Concert Band consisted of forty pieces during the past season, and will be increased to full concert size when practical. A second band is continuously maintained to supply material for the former.

Members of the Concert Band must supply their own uniforms, blue regulation. A limited number of instruments are available at a rental of five

dollars a year. Individual instruction on band instruments may be had by students at seventy-five cents a lesson. A term of twelve lessons is required for entrance into the Concert Band. All members of both bands must own a standard tutor for their instrument.

Price of Lessons

HEAD OF DEPARTMENT—PIANO AND ORGAN

Thirty-minute lessons, $1.50 each.

	FALL	WINTER	SPRING
One lesson per week	$19.50	$19.50	$15.00

FIRST ASSISTANT—PIANO

Thirty-minute lessons, $1.00 each.

One lesson per week	13.00	13.00	10.00

SECOND ASSISTANT—PIANO

Thirty-minute lessons, 75c each.

One lesson per week	9.75	9.75	7.50

VOICE

One thirty-minute lesson or two fifteen-minute lessons per week	19.50	19.50	15.00

VIOLIN

One thirty-minute lesson per week	19.50	19.50	15.00

Public School Music

Full theoretical course per year, including college subjects.....$100.00

Students not taking the full theoretical course will pay at the same rate as the piano students.

Public School Drawing

Year's course in drawing.....$30.00

Practice Periods

One fifty-minute period a day.

Fall term, $5.00 Winter term, $5.00 Spring term, $3.50

Class lessons in the theoretical subjects will be charged for at the rate of one dollar for one fifty-minute lesson. Private lessons may be had at the rate of $1.50 for one fifty-minute lesson.

History of Music is free to regular students in the School of Music.

CONCORDIA ACADEMY

1921

Graduates of Classical Course

Borghild Aarhus
Victor C. Ahrens
Ignatius Herman Berger
Stella C. Berger
Gertie M. Elken
Marion G. Grover
Nora Gryde
Mabel E. Gubrud
Hannah Haatvedt
Sigmund Hammer
Alem Hagen
Mae Hatling
Elias B. Herseth
Reynard Oscar Hendrickson
Noel Iverson
Karl Lawrence
Ragna L. Larson
Laura M. Levang
Carroll Lund
Trygve Lund
Bernice S. Brusen
Conrad Mandt
Philip Melgaard
Sigurd Mundhjeld
Leonard Nypen
Wilhelm Ferdinand Olsen
Corinne Owen
Delia C. Paulson
Esther Louise Paulson
Axel Henry Pederson
C. Victor Ramstad
Ethel M. Ramstad
Thelma C. Rosvold
Emma Florence Running
Nina Evangeline Sundet
Harold Thoreson
Carl I. Thompson
Ida Margaret Thompson
Melford Tryhus
C. Arthur Wardner
Lenvik Ylvisaker

SPECIAL DEPARTMENTS

Commercial Course

Carl H. L. Altenbernd
Alvin M. Anderson
Anne C. Anderson
Clarence P. Tweet
August Brandt
Harold C. Brunsvold
Rosie Agnes Skotterud

Shorthand Course

Anne C. Anderson
Bergit Brabandt
Hazel Monson
Edith Peterson

Public School Music Course

Edith Eckman
Ruby Grace Olson

Teachers' Certificate Course in Piano

Edith Eckman
Bernice S. Brusen
Inga Lien
Ruby Grace Olson

Concordia Academy Scholarships

Ethel Ramstad
Lenvik Ylvisaker

Dr. O. J. Hagen Prize

Lenvik Ylvisaker

GRADUATES COLLEGE DEPARTMENT

Officers of the Alumni Association

President, Walter Estby
Vice President, Olaf Olsen
Secretary and Treasurer, Martha Brennnun, Moorhead, Minn.

1912

Richard C. Melby, superintendent.....Elk River, Minn.
S. George Reishus, farmer.....Dorchester, Wis.
Mrs. Carsten Sperati, nee Martha Johnson.....Fergus Falls, Minn.

1913

Earl R. Weeks, pastor.....Grove City, Minn.
Joseph M. Storstad, pastor .....Horace, N. D.

1914

Elvin A. Ganrud, bank clerk.....Hazel Run, Minn.
Paul F. Fossum, superintendent.....Hillyard. Wash
Charles H. Richter, attorney.....St. Cloud, Minn.
Sedvin C. Ryen, farmer.....Wild Rice, N. D.

1915

Cornell H. Christenson, superintendent, High School.....White Bear, Minn.
Olav F. Saeter, deceased ..... Fosston, Minn.
Silas R. Strand .....Ada, Minn.

1916

Olav Birkeland, principal, High School.....Cyrus, Minn.
Edith C. Fossum, teacher.....Dawson, Minn.
Stephen H. Sande, pastor.....Story City, Iowa
Peter M. Troen, pastor.....Ashby, Minn.

1917

Walter I. Aamoth, teacher.....Cooperstown, N. D.
Emil G. Bagley, pastor.....Canada
Andreas M. Berg.....Norway
Martha Brennun, teacher.....Concordia College, Moorhead, Minn.
Mrs. Howard Peterson, nee H. Margretha Dahl.....Clyde, N. D.
Alvin H. Halvorson, teacher, High School.....Stillwater, Minn.
Anders T. Hagen.....Colorado
Arthur E. Hanson, pastor.....Middle River, Minn.

Mildred S. Kalheim, teacher, High School.....Detroit, Minn.
Ingvald Lavik, pastor .....Fowler, Colo.
Rudolf Lavik, teacher, Concordia College.....Moorhead, Minn.
N. L. Mykkeltvedt, insurance.....Tracy, Minn.
Leonard T. Nordlie, student University of Illinois.....Urbana, Ill.
Howard Peterson, principal.....Clyde, N. D.
Alfred L. Saethre, teacher.....Grand Marais, Minn.
L. P. Seierstad, student, University.....Christiania, Norway
Edward B. Swenson, pastor.....Barron, Wis.

1918

George Brekke, attorney.....Minneapolis, Minn.
Morris Bye, principal.....York, N. D.
Selma Erickson, teacher.....Sacred Heart, Minn.
Ulrik Larsen, student Luther Seminary.....St. Paul, Minn.
Chester Mathiason, principal.....Perley, Minn.
Elmer Melby, deceased .....Hingham, Mont.
Rudolph Otterson, principal.....Dahlen, N. D.
Ingeman Sattre, banker.....Evansville, Minn.
Sofus Urberg, physician.....Duluth, Minn.
Joseph Valtinson, student.....Luther Seminary, St. Paul, Minn.

1919

T. F. Braaten, student, Luther Seminary.....St. Paul, Minn.
Julius Elster, superintendent.....Arthur, N. Dak.
Gustav Forester, student.....University of Christiania, Norway
Ingvald Grangaard, assistant principal.....Wildrose, N. D.
Gilbert Gilbertson, principal.....Brandon, Man.
A. M. Harris, principal.....McIntosh, Minn.
Kora Haugen, student.....Chicago University, Chicago
Eugene Halaas, principal .....Wolverton, Minn.
Ingvald Larson, teacher, Concordia College.....Moorhead, Minn.
Konrad Lee, teacher, Albion College.....Albion, Mich.

1920

Mae Anderson, student.....Chicago University, Chicago, Ill.
Signe Benson, teacher, Oak Grove Seminary.....Fargo, N. D.
Bennie Duckstad, student, Luther Seminary.....St. Paul, Minn.
Walter Estby, teacher.....Breckenridge, Minn.
Oscar Elster, teacher.....Eureka, S. D.
Mabel Grover, student, Johns Hopkins Hospital.....Baltimore, Md.
Jacob Jenner, student.....North Dakota University
Albert Johnson, teacher.....Enderlin, N. D.
Sofie Malmin, teacher.....Ki Kung Shan, China
Agathe Madsen, teacher.....Hatton, N. D.
John Nystul, principal.....Goodridge, Minn.
Marie Olson, teacher.....Hawley, Minn.
Edwin Quam, teacher.....Crosby, N. D.
Harry Raun, student.....Luther Seminary, St. Paul, Minn.
Clarence Ramstad, teacher.....Cyrus, Minn.
Idar Tanner, business.....New York, N. Y.
Olga Wagnild, teacher.....Concordia College, Moorhead, Minn.

1921

Dora M. Bjerklie, teacher.....Willow City, N. Dak.
Julia Brennun.....Moorhead, Minn.
Thora N. Bye, teacher.....Walcott, N. Dak.
John A. Fagereng, student, Luther Seminary.....St. Paul, Minn.
Cora J. Gunderson, teacher.....Ulen, Minn.
Henry J. Kantrud, principal.....Lignite, N. Dak.
Marie M. Malmin, student, Minnesota University.....Minneapolis, Minn.
Josie M. Olstad, teacher.....Portland, N. Dak.
William J. Gunderson, principal.....Underwood, N. Dak.
Olaf L. Olsen, student, Luther Seminary.....St. Paul, Minn.
Alice G. Reiersgord, teacher .....Maddock, N. Dak.
Ruth B. Rasmusen, teacher.....Campbell, Minn.
Walter R. Reitan, principal.....Finley, N. Dak.
Olaf J. Scheie, teacher.....Herman, Minn.
Lyder K. L. Unstad, teacher.....Beresford, S. Dak.
Johannes A. Vaagen, teacher.....Steele, N. Dak.
John O. Vold, student, Luther Seminary.....St. Paul, Minn.
Harvey G. Wambheim, principal.....McIntosh, Minn.

ENROLLMENT FOR YEAR 1921-1922

College Department

Senior Class—29

Akre, Edith	Canada
Arnes, Lillian	Minnesota
Aarestad, Gerhard	Minnesota
Bale, Ferdinand	Minnesota
Berg, Otto	Canada
Fjaere, Peter	Iowa
Fedje, Beatrice	North Dakota
Fredrickson, Arnold	Minnesota
Gabrielson, Bernt	Illinois
Gunderson, Dora	Minnesota
Hagen, Martin	Minnesota
Halmrast, Gustav	Minnesota
Homme, Olaf	Minnesota
Langemo, Marcus	North Dakota
Larson, Leonora	Minnesota
Lee, Elmer	North Dakota
Nelson, Anne	North Dakota
Olson, Laura	North Dakota
Ostby, Emily	Minnesota
Rafshol, Julius	North Dakota
Skalet, Myrtle	Minnesota
Solom, Clara	Minnesota
Solom, Laura	Minnesota
Stenson, Edward	Minnesota
Sydness, Sigurd	Minnesota
Tanner, Agnar	Minnesota
Urberg, Agnes	Wisconsin
Urness, Edgar	Canada
Wisnaes, Hilda	North Dakota

Junior Class—36

Aasgaard, Gudrun	Minnesota
Akre, Clara	Canada
Dosland, Goodwin	Minnesota
Dosland, Hildred	Minnesota
Eikenes, Dina	North Dakota
Fedje, Adeline	North Dakota
Gunderson, Henry	Minnesota
Gronhovd, Gilbert	North Dakota
Gronningen, Magnus	Minnesota
Grover, Ivy	Minnesota
Haatvedt, Ruth	North Dakota
Hauge, Ragnhild	Minnesota

Jacobson, Irene ..... Minnesota
Johnson, Clarence ..... Minnesota
Johnson, Franklin ..... Minnesota
Johnson, Geneva ..... North Dakota
Langeland, Ruth ..... Minnesota
Langemo, Melvin ..... North Dakota
Larson, John ..... North Dakota
Loe, Edwin ..... North Dakota
Martinson, Joseph ..... Minnesota
Nestegaard, Gustav ..... North Dakota
Norby, Norman ..... Minnesota
Nordmark, Torberg ..... North Dakota
Olson, Ruby ..... Minnesota
Olson, Theodore ..... North Dakota
Orvick, Vivian ..... North Dakota
Rasmusen, Esther ..... Minnesota
Ramstad, Isabelle ..... North Dakota
Solberg, Henry ..... Minnesota
Steen, Martin ..... Minnesota
Thompson, Geneva ..... North Dakota
Urberg, Fernanda ..... Wisconsin
Westberg, Jeanette ..... Minnesota
Wollan, Ernest ..... Minnesota
Ylvisaker, Hedvig ..... North Dakota

SOPHOMORE CLASS—26

Bean, Beatrice ..... North Dakota
Bergan, Laura ..... Minnesota
Braaten, Albert ..... North Dakota
Christopherson, Alfred ..... North Dakota
Ensberg, Bernice ..... South Dakota
Erickson, Delilah ..... Minnesota
Erickson, Frieda ..... North Dakota
Gunderson, Mabel ..... Minnesota
Gunstenson, Oscar ..... Minnesota
Gyldenvand, Nils ..... North Dakota
Hallanger, Frederick ..... North Dakota
Hamre, Paul ..... Minnesota
Herreid, Harvey ..... Minnesota
Ingebrigtson, Ernest ..... North Dakota
Larson, Arvid ..... Minnesota
Nettum, Oswald ..... North Dakota
Ranvig, Alvira ..... Minnesota
Rendahl, Junald ..... Minnesota
Reiersgord, Erwin ..... Minnesota
Sandness, Martha ..... Minnesota
Scheie, Lodver ..... Minnesota
Scheie, Marie ..... Minnesota
Thormodsgaard, Olaf ..... North Dakota
Torkelson, Magda ..... Minnesota
Wallen, Hazel ..... Wisconsin
Wefald, Harold ..... Minnesota
Ylvisaker, Lenvik ..... North Dakota

Freshman Class—64

Aanestad, Ditlif.....North Dakota
Aastad, Irene.....Minnesota
Ahrens, Victor.....Minnesota
Amundson, Ruth.....Wisconsin
Anderson, Esther.....Minnesota
Anderson, Clarence.....North Dakota
Birkeland, Tideman.....Minnesota
Bohnhoff, Edward.....North Dakota
Brudvig, Mildred.....South Dakota
Edwards, Rubert.....North Dakota
Engen, Olga.....North Dakota
Esser, Norman.....North Dakota
Esser, Sigurd.....North Dakota
Hagen, Alem.....North Dakota
Hagen, Olaf.....Minnesota
Hellerud, Gilma.....North Dakota
Herseth, Elias.....North Dakota
Himley, Adella.....Minnesota
Hendrickson, Oscar.....Minnesota
Hofstrand, Esther.....North Dakota
Johnson, Selma.....North Dakota
Kilen, Gina.....North Dakota
Kvamme, Ralph.....North Dakota
Lawrence, Karl.....North Dakota
Lund, Laura.....North Dakota
Lee, Marion.....Minnesota
Leines, Fred.....Minnesota
Malvey, Kenneth.....Minnesota
Midjaas, Stina.....North Dakota
Mundhjeld, Sigurd.....North Dakota
Narveson, Carl.....Minnesota
Norem, Stanley.....North Dakota
Nypen, Leonard.....North Dakota
Ohnstad, Peter.....Minnesota
Olson, Harry.....North Dakota
Olson, Harold.....Minnesota
Olson, John.....Minnesota
Ohman, Anna.....North Dakota
Ostby, Kalmar.....Minnesota
Ramstad, Ethel.....North Dakota
Rasmusen, Elizabeth.....Minnesota
Rinde, Eleanore.....North Dakota
Rorstad, Bertha.....Minnesota
Rorstad, Judith.....Minnesota
Rosheim, Annie.....Iowa
Sandberg, Floyd.....North Dakota
Schoberg, G. L.....North Dakota
Sletvold, Gerda.....South Dakota
Solem, Ray.....North Dakota
Strand, Erling.....North Dakota
Strand, Ruth.....North Dakota
Sunde, Trygve.....Canada

Teigen, Torfin ..... Minnesota
Thompson, Oliver ..... Minnesota
Thompson, Carl ..... North Dakota
Thoreson, Harold ..... North Dakota
Tolstad, Albert ..... North Dakota
Tobiason, John ..... North Dakota
Tobiason, Emma ..... North Dakota
Vieths, Reinold ..... Minnesota
Voxland, Melvin ..... Minnesota
Wager, Stanley ..... North Dakota
Widsten, Edmund ..... Minnesota
Wright, Norman ..... Minnesota

SPECIAL

Carl Ostby ..... Minnesota

Academy Department

Senior Class—46

Baarstad, Grace ..... Minnesota
Bjorlie, Sidney ..... North Dakota
Bye, Borghild ..... Minnesota
Braaten, Agnes ..... North Dakota
Bue, Norman ..... North Dakota
Braaten, Selmer ..... North Dakota
Dahl, Spener ..... North Dakota
Dahlen, Selma ..... North Dakota
Dybing, Conrad ..... Minnesota
Eikenes, David ..... North Dakota
Ersland, Leslie ..... North Dakota
Ensrud, Alma ..... North Dakota
Figenskau, Loyd ..... Minnesota
Fossum, Oyvin ..... North Dakota
Gandrud, Agnes ..... Minnesota
Gronvold, Hans ..... North Dakota
Grover, Elvina ..... Minnesota
Gryde, Sophia ..... Canada
Gunnarson, Rudolph ..... South Dakota
Gunnufson, Wallace ..... Minnesota
Hultin, Clifford ..... North Dakota
Halvorson, Oliver ..... Minnesota
Ivers, Louise ..... North Dakota
Johnson, Grace ..... North Dakota
Johnson, Martin ..... North Dakota
Kamrud, Gurine ..... North Dakota
Kittleson, Nina ..... Minnesota
Knutson, Otto ..... South Dakota
Lillestol, Myrtle ..... North Dakota
Melby, Olga ..... Minnesota
Moe, Orville ..... North Dakota
Moe, Geneva ..... North Dakota
Mork, Lewald ..... North Dakota
Monson, Anna ..... North Dakota
Mostrom, Esther ..... Minnesota
Olson, Octavia ..... North Dakota
Ovre, Martha ..... North Dakota
Owen, Ruth ..... North Dakota
Peterson, Stephen ..... North Dakota
Severson, Gladys ..... North Dakota
Sorbel, Alma ..... North Dakota
Tweeten, Lovilla ..... Minnesota
Ulsness, Helen ..... North Dakota
Voldahl, Erling ..... North Dakota
Voldahl, John ..... North Dakota
Wold, Lena ..... North Dakota

Junior Class—19

Aasgaard, Valborg ..... Minnesota
Flaa, Ida ..... North Dakota

Fossum, Erling ..... North Dakota
Gisvold, Porter ..... North Dakota
Halvorson, Claire ..... Minnesota
Hoiland, Esther ..... Minnesota
Ivers, George ..... North Dakota
Larson, Milton ..... North Dakota
Nelson, Alma ..... South Dakota
Orvold, Hazel ..... Minnesota
Pederson, Esther ..... North Dakota
Quinnild, Alvin ..... North Dakota
Rendahl, May ..... Minnesota
Running, Gilmore ..... North Dakota
Skare, Adolph ..... North Dakota
Swalstad, Clara ..... Minnesota
Tweet, Clarence ..... North Dakota
Wisnaes, Ingvar ..... North Dakota
Wollan, Eunice ..... Minnesota

SOPHOMORE CLASS—19

Berg, Grace ..... North Dakota
Brennun, Marie ..... Minnesota
Braaten. Viola ..... North Dakota
Brunsvold, Harold ..... North Dakota
Folland, Ingvald ..... Minnesota
Gubrud, Ella ..... North Dakota
Halmrast, Gerhard ..... Minnesota
Hennum, Gunda ..... South Dakota
Hoistad, Carrie ..... North Dakota
Hoistad, John ..... North Dakota
Lee, Alta ..... Minnesota
Lonnevik, Thomas ..... North Dakota
Lunde, Helen ..... Minnesota
Mathiason, Eva ..... North Dakota
Reitan, John ..... Minnesota
Rasmussen, Margaret ..... North Dakota
Robertson, Roy ..... North Dakota
Rusten, Emma ..... North Dakota
Strache, Emma ..... North Dakota

FRESHMAN CLASS—21

Aga, Harold ..... Minnesota
Anderson, Alice ..... Minnesota
Bakken, Emma ..... Minnesota
Berg, Oliver ..... North Dakota
Duncan, Theodore ..... Minnesota
Garsteig, Knut ..... Minnesota
Gulbranson, Nellie ..... Minnesota
Gronhovd, Jonette ..... North Dakota
Hansen, Henry ..... Minnesota
Hanson, Lawrence ..... Minnesota
Ivers, Ralph ..... North Dakota
Johnson, Lloyd ..... Minnesota

Kaus, Wilbert.....Minnesota
Mahlum, Dena.....North Dakota
Ness, Maurice.....North Dakota
Ohnstad, Martha.....North Dakota
Peterson, Sewall.....North Dakota
Possel, Rudolf.....Minnesota
Thompson, Theodore.....North Dakota
Wisnaes, Ferdinand.....North Dakota
Westlund, Mildred.....North Dakota

Commercial Course—32

Antonson, Gladys.....Minnesota
Asheim, Melvin.....North Dakota
Bartleson, Henry.....North Dakota
Broten, Glen.....North Dakota
Bueng, Hilmer.....Minnesota
Brekke, Clarence.....North Dakota
Durling, Arthur.....Minnesota
Grina, Inez.....North Dakota
Halvorson, Arthur.....Minnesota
Halvorson, Harry.....Minnesota
Hanson, Gilman.....Minnesota
Hanson, Clarence.....Minnesota
Johnson, Harris.....North Dakota
Leslie, Pearl.....Minnesota
Lokken, William.....North Dakota
Oas, Calmer.....Minnesota
Ohnstad, Carl.....North Dakota
Ohnstad, Oscar.....North Dakota
Olson, Howard.....North Dakota
Omley, Inga.....Minnesota
Olstead, Ernest.....North Dakota
Ofstedahl, Clarence.....North Dakota
Petrisor, Gregory.....North Dakota
Rosel, Edith.....Minnesota
Selvog, Filmore.....Minnesota
Sundlie, Elmer.....North Dakota
Spilde, Richard.....Minnesota
Shager, John.....Minnesota
Stechmel, E. H.....North Dakota
Tryhus, Melford.....North Dakota
Wold, Anton.....North Dakota
Woyen, Eddie.....North Dakota

Unclassified—26

Askegaard, Tekla.....Minnesota
Carlson, Harriet.....Minnesota
Christianson, Dorothy.....North Dakota
Champ, Alice.....North Dakota
Costain, Arthur.....Minnesota
Dustrud, Olga.....Minnesota
Erickson, Thelma.....Minnesota

Edlund, Alice.....Minnesota
Gullickson, Marjorie.....Minnesota
Godfrey, Annabelle.....Minnesota
Grina, Adel.....Minnesota
Hanson, Herbert.....Minnesota
Houglum, Muriel.....Minnesota
Hopeman, Lillian.....Minnesota
Iverson, Eleanore.....Minnesota
Martinson, Leland.....Minnesota
Pehrson, Frances.....Minnesota
Robertson, Barbara.....Minnesota
Russell, Mary E.....Minnesota
Rygg, Esther.....Minnesota
Sandie, Ella.....Minnesota
Seaver, Dorothy.....Minnesota
Swenson, Ruth.....Minnesota
Sharp, Sara.....Minnesota
Witherow, Grace.....Minnesota
Warttman, Mrs.....Minnesota

SUMMARY OF ENROLLMENT

College

	MEN	WOMEN	TOTAL	
Seniors	14	15	29	
Juniors	17	19	36	
Sophomores	11	15	26	
Freshmen	41	23	64	
Special	1		1	
Total College Department	84	72		156

Academy

Fourth Year	21	25	46	
Third Year	10	9	19	
Second Year	7	12	19	
First Year	14	7	21	
Unclassified	3	23	26	
Total Academy Department	55	76		131

Commercial

Bookkeeping	24	0	24	
Shorthand	3	5	8	
Total Commercial Department	27	5		32
Total Enrollment, All Courses	166	153		319

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